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ABSTRACT

Volume II of the three-volume final report on the Right to Read Preservice Teacher Preparation Project is arranged into five appendices presenting learning, instructional, and evaluational modules in the reading and language arts fields. Appendix A appears in Volume I. Appendix B is a first draft of nine modules for a second undergraduate reading methods course dealing with the background for personalized reading instruction, the nature of reading differences, guidelines for reading assessment and identification of needs, the provision of materials for personalized instruction and techniques in their use, the identification of differing needs in reading content areas, recognition of special needs of bilingual or culturally different children, and teacher-parent-cooperation. Appendix C details seven language arts modules for an undergraduate course--creating and organizing a primary classroom, the concepts of language and thinking in children, oral language activities, using children's literature, and integrated approach to language experience, experiential learning, and literature, an integrated approach to language experience, experiential learning, and component. Field-based objectives for the reading methods course are discussed in Apoendix E, and objectives for the language arts component in Appendix F. Appendix G presents extension modules for student teaching. (MB)

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APPENDIX B

FIRST DRAFT OF MODULES FOR
SECOND UNDERGRADUATE READING METHODS COURSE

MODULE #1: BACKGROUND FOR PERSONALIZED READING INSTRUCTION

Prerequisites

None

Rationale

A teacher who wishes to personalize reading instruction must have a thorough knowledge of the various reading skills, their general sequence and their interrelationships. At the same time the teacher must keep in mind the overall objectives of the reading program; to teach each student to read to the best of his/her ability and to instill in each student a lifelong interest in reading.

Preparticipation Assessment

Conference with instructor to determine student's competency in this area.

Objective

CK-R-1 The student will be able to describe the stages of reading instruction K-6 from a developmental point of view.

Learning Activities

1. Professional Literature

   Zintz (1972) 375-379, 11-17

   *Potter and Rae (1973) pp. 6-8

2. View video tape "Overview of the Reading Program" This tape gives an overall view of the reading program. Refer to viewing guide for an outline of content.

Additional Activities

Postassessment

The student will pass an objective test at an 80% level of proficiency.

or

The student will review the literature, prepare a summary in outline form, and use this outline to participate in a group discussion at a satisfactory level of performance as determined by an observing faculty member. (Schedule thirty minutes).

or

The student will achieve an 80% or higher score on a short essay examination.

Objective

BACK-R-2 The student will be able to discuss the rationale for personalizing reading instruction.

Learning Activities

1. Professional Literature

   Zintz (1972) pp. 9-11, 22-30.

   Bond and Tinker (1973) pp. 54-64, 79-84.

2. Listen to audiotape "Rationale for Personalizing Reading Instruction"

Additional Activities

Postassessment

The student will review literature in order to prepare a 300 word reaction paper to the following quote:

> "If classroom teachers do not meet the reading needs of most children, there is not the slightest hope that they will be met at all."

or

The student will attain a satisfactory score on a short essay test.

or

The student will state in his/her own words an operational definition of personalized reading instruction that can be applied to a classroom situation. (Approximately 300 words)

MODULE #2: NATURE OF READING DIFFERENCES IN THE CLASSROOM

Prerequisites

Module #1: Background for Personalized Reading Instruction

Rationale

"In view of recognized principles of human growth and development, one must accept the thesis that not only do boys and girls grow at different rates, but that they arrive at different destinations in varying lengths of time. It logically follows that all children will not learn the same lessons in the same amount of time with the same amount of practice. It is most important for teachers to remember that the range of differences in a given class will increase through the year and from year to year as the class progresses through school." (Zintz p. 18)

Preparticipation Assessment

Conference with instructor to determine student's competency in this area.

Objective

NRD-R-1 The student will be able to demonstrate an understanding of the extent of the range of reading abilities and causes of individual differences that need to be considered when planning for classroom reading instruction: (i.e.,

- mental ability
- sensory defects
- educational background
- home background
- emotional problems
- neurological dysfunctions

Learning Activities

1. Professional Literature

*Burmeister; 1974, pp. 8-13
(excellent for range of reading abilities)

Bond and Tinker; 1973, pp. 48-54
(ranges)

*Ekwall; 1976, Chapter 1

Guszak; 1972, Chapter 1

Smith & Johnson; 1976, pp. 18-26

Wilson; 1972, pp. 84-86
(excellent for educational courses)

*Zintz; 1972, pp. 17-27
(excellent for range of abilities)

Additional Activities

Postassessment

The student will achieve a score of 80% or higher on an objective test.

or

The student will review the literature, prepare a summary outline on the range and causes of individual differences in reading in a small group discussion.

or

Interview a teacher as to the extent of the range of reading abilities and courses of individual differences that exist in his/her classroom. Refer to Interview Guide.

or

Using simulation Packet 1, the student will list the range of reading abilities in the given class and project reasons for these differences in 300 words or less.

Objective

NRD-R-2 The student will demonstrate an understanding of the special needs of the following types of pupils in the classroom:

- the slow learner
- the gifted learner
- the culturally different child
- the reluctant reader
- the retarded reader
- the bilingual child

Learning Activities

1. Professional Literature

*Bush and Huebner, Chapter 15, "Challenging Every Reader"

*Dallmann, et al., pp. 431-437 (the gifted child) pp. 437-439 (the slow learner), pp. 439-455 (the underachieving or retarded reader), Chapter 14 (the culturally different).

Dechant, 1968; pp. 172-175 (suggestions for working with the reluctant reader).

*Tinker and McCullough, pp. 102-108 (culturally different children), pp. 110-113 (slow learners), 112-116 (gifted children).

*Zintz, 1975; Chapter 16 (the bilingual child). Chapter 17 (children who speak nonstandard English), Chapter 19 (gifted and slow learners).

Additional Activities

Postassessment

The student will pass an objective test at an 80% level of proficiency.

or

The student will review the literature and participate in a group discussion at a satisfactory level of performance as determined by an observing faculty member.

Objective

NRD-R-3 The student will demonstrate an understanding of the following programs as they apply to reading instruction:

- developmental instruction
- corrective instruction
- remedial
- adapted
- accelerated

Learning Activities

1. Professional Literature

   Zintz,1972; p. 27, pp. 149-156

   Dechant, 1970; pp. 468-469

   Otto and Smith, 1970; pp. 27-37

   Smith/Johnson, 1976; pp. 27-39

2. View videotape "Special Reading Needs of Students"
   Refer to viewing guide.

Additional Activities

Postassessment

The student will observe in two classrooms during the entire reading block and take notes on the different types of reading programs in evidence. (Refer to Reading Block Observation Form)
At the conclusion of the observation, the student will confer with class teacher or reading teacher to verify the findings.
The student will then prepare a brief summary of the findings.

Objective

NRD-R-4 The student will be able to classify children as the following types of readers in terms of reading levels and expectencies:

- slowlearner
- gifted learner
- retarded learner
- remedial reader

Learning Activities

1. Professional Literature (Must read two sources)

   Dechant, 1973; pp. 343, (reading levels)

   *Zintz, 197[illegible] pp. 276-286

   Bond & Tinker, pp. 99-108 (expectancy formula)

   Burmeister, 1974; pp. 13-16 (expectancy formula)

2. Refer to "Reading Expectancy Formulas" on p.

3. Refer to simulation"Reading Expectancy" sheets available in Reading Center. Practice determining reading expectancy from given information.

Additional Activities

Postassessment

The student will achieve a score of 80% or better on a short test similar to the simulations activity. (The expectancy charts will be available in the Reading Center).

MODULE #3: GUIDELINES FOR READING ASSESSMENT

Prequisites

Module #1: Background for Personalized Instruction

Module #2: Nature of Reading Differences in the Clas[illegible]m

Rationale

The experienced diagnosticians and teachers have discovered that there are certain operational procedures which if applied, tend to make their jobs easier and the results of their labor more successful. (Ekwall)

Preparticipation Assessment

Conference with instructor to determine student's previous competency in this area.

Objective

GRA-R-1 The student will be able to discuss the guidelines for classroom reading assessment.

Learning Activities

1. Professional Literature

*Wilson, 1972; pp. 21-29

Guszak, 1972; Chapter 3, pp. 20-24

Zintz, 1972; pp. 197-202

Ekwall, 1976; pp. 22-28

*Potter and Rae, 1973; p. 2

*Dechant, 1970; pp. 452-454

*Bond and Tinker, 1973; Chapter 7

2. Discussion with instructor

3. Lecture presentation in video tape.

Additional Activities

Postassessment

The student will prepare an outline of not more than 200 words that delineates guidelines for classroom reading assessment.

or

The student will pass an objective test at an 80% level of proficiency.

Objectives

GRA-R-2 The student will understand the characteristics, advantages and disadvantages of various assessment techniques that could be used to determine students reading abilities:

- norm-referenced standardized tests
- criterion-referenced tests
- teacher-made tests
- interviews and questionnaires
- observations
- informal devices for quick gauging of reading ability

Learning Activities

1. Professional Literature

   Wilson, 1972; pp. 87-113

   Zintz, 1972; pp. 202-220

   *Harris & Smith, 1972; Chapter 6

   Ekwall, 1976; pp. 29-31
   (substitute corrective for remedial)

   *Carter and McGinnis pp. 20-25

   Potter and Rae, 1972; pp. 2-5

2. Follow steps listed on task sheet "An Introduction to Various Assessment Techniques in Reading" and review samples of assessment techniques in packet entitled "Various Assessment Techniques in Reading" available in the Curriculum Center.

Additional Activities

Postassessment

The student will pass an objective test of an 80% level of proficiency.

or

The student will prepare an outline and participate in a small group discussion at a satisfactory level of performance.

or

The student will write a short paragraph about each form of testing including a brief but concise definition and discussion of the strengths and weaknesses.

Objectives

GRA-R-3 The student will be able to demonstrate a knowledge of the information that can be gained through the use of tests in regards to children's reading levels:

- stannies
- raw scores
- grade equivalent scores
- age equivalent scores
- percentile equivalent
- test norms
- validity
- reliability

Learning Activities

1. Professional Literature

   *Ekwall, 1976; pp. 411-420

   Farr and Anastasiow, pp. 3-4

   Massad, E.E., "Interpreting and Using Test Norms, pp. 286-292

2. Listen to an audio tape "An Introduction to Assessing Performance in Reading" (Side A).
   Refer to Listening Guide for outline of content.

Additional Activities

Postassessment

The student will pass an objective test at an 80% level of proficiency.

or

The student will pass a short essay test at an 80% level of proficiency.

Objective

GRA-Opt-1 The student will be able to effectively use Buros Reading Tests and Reviews (1969) to evaluate a reading test.

Learning Activities

1. Professional Literature

   Ekwall, 1976; pp. 423-424

   Harris/Smith, 1976; pp. 108-109

   Buros, Reading Tests and Reviews, 1969
   (Reference Room Adams Library)

2. Examine packet containing reading tests and manual available in the Curriculum Center.

Additional Activities

Postassessment

The student will write a short (50 words or less) paragraph describing the purpose and content of Reading Tests and Reviews by Buros. The student will also chose one of the following tests (Silvaroli-Classroom Reading Inventory; Spache Diagnostic Reading Scales) and fill out the following information requested:

- Title
- Description of the groups for which the test in included
- Date of copyright
- Part scores (subtests)
- Whether test is a group or individual test
- Whether test is machine scorable
- Forms, parts and levels of tests
- Reliability and validity
- Cost
- Time required for administration
- Author
- Publisher
- Page information found in Buros _____.

Objective

GRA-Opt-2 The student will be able to effectively analyze a published reading test by carefully reviewing the manual and test itself.

Learning Activities

1. Professional Literature

   Smith/Johnson, 1976; pp. 198-202

   Spache, 1976; Investigating the Issues of Reading Disabilities, pp. 282-286, 292-295

2. Examine packet containing reading test and manual available in the Curriculum Center.

Additional Activities

Postassessment

The student will analyze one published reading test (available in the curriculum center) and write a critique of the test, based on the following:

1. The purpose of the test?
2. What reading skills does the test claim to measure?
3. How are the reading skills measured? (In a manner similar to the way that children are taught to handle them)?.
4. The quality of the test items.
5. Can the test be administered easily by the average teacher?
6. Is speed an important factor in the test?
7. The means of scoring it.
8. Is there proof that part scores measure different abilities?
9. Is the reliability of the entire test above .90 and part scores above .75?
10. The nature of the norming sample and reported data (in the manual) on reliability and validity.
11. For what grades is the test offered? For what grades are norms offered?
12. Are norms given for part scores?
13. Are norms based on broad sampling?
14. Are various norms available - geographical, sex, rural and urban and various types of schools?
15. Are equivalent alternate forms available?

MODULE #4: IDENTIFICATION OF READING NEEDS

Prerequisites

Module #1: Background for Personalized Reading Instruction

Module #2: Nature of Reading Differences in the Classroom

Module #3: Guidelines for Reading Assessment

Rationale

The effectiveness of personalized instruction is based upon the extent to which the teacher knows the reading and strength needs of each child with the classroom. It is of greatest importance that instruction begin at the level when the child can perform with confidence and that his deficiencies and special types of errors should be recognized.

Teachers who wish to personalize reading instruction must constantly gather information about the progress of their students. An enormous number and variety of materials are available for evaluating reading performance. The ability to effectively interpret and organize the findings from these instruments will aid the teacher in planning for personalized reading instruction.

To be truly effective reading instruction must be differentiated according to the needs of each learner. The classroom teacher is the person who must appraise each child's status, identify his instructional needs, and prescribe the appropriate activities. In order to fulfill the role of diagnostician the teacher must be armed with techniques and instruments for assessing each child's progress. (Harris & Smith, 1972; p. 108)

Preparticipation Assessment

Conference with instructor to determine student's previous competency in this area.

Objective

IDEN-R-1 The student will understand the purpose, structure, advantages and disadvantages of standardized reading tests.

Learning Activities

1. Professional Literature

   Harris/Smith, 1976; pp. 106-107

   Zintz, 1975; pp. 304-305

2. Completion of items on Task Sheet,"Standardized Reading Tests." Refer to packet "Sample Standardized Reading Survey Tests" available in the Curriculum Center.

3. Interpret a simulation test available in curriculum center. Compare your results with the answer key provided in the packet.

Additional Activities

Postassessment

The student will participate in a group discussion and will perform at a satisfactory level of performance as determined by an observing faculty member. (Schedule approximately 30 minutes)

or

The student will achieve an 80% or higher score on an objective simulation test.

or

The student will interpret a simulation test available in Reading Center.

Objective

IDEN-R-2 The student will demonstrate an understanding of the developmental nature of instruction in phonic and structural analysis skills by administering and interpreting a diagnostic test of word attack skills.

Learning Activities

1. Read the test administrators' manual for the appropriate test. (Available in Reading Center)

2. Score or interpret a simulation test on cassette tape in the Curriculum Center. Compare your results with the answer key provided in the packet. (Available in Curriculum Center).
   Administer the test to a student.

3. Using the appropriate test administrators' manual score and interpret the test results. Share the results of this test with the pupil's classroom teacher or reading resource teacher.

Additional Activities

Postassessment

The student will administer a diagnostic test of word attack skills to one pupil who is in the upper-elementary grades and is reading below grade level as determined by the classroom teacher. Copies of these tests are available in the Reading Center.

The student will then prepare, a brief summary of a pupil's performance on this test, indicating his strengths and weaknesses as determined by the test results.
NOTE: Share the results of this test with the pupil's classroom teacher or reading resource teacher.

Objective

IDEN-R-3 The student will be able to develop, administer and interpret a reading-attitude and interest inventory.

Learning Activities

1. Professional Literature

   Smith/Johnson, 1976; pp. 202-206, 2B.

   Burmeister, 1974; pp. 61-63

   Potter/Rae, 1973; pp. 147-156

   Ruddell, 1974; pp. 546-550 (Examples of Interest Inventory)

   Harris/Smith, 1976; p. 113 (Example of Interest Inventory)

2. Compare the responses of the two students on the simulation interest interview. (Sheets available in Reading Center)

3. Develop a short (10 item) interest survey similar to the ones reviewed in the Professional Literature.

Additional Activities

Postassessment

The student will develop a short instrument for assessing reading attitudes and interests; administer the instrument to a child and summarize the findings in either an oral or written form.

Objective

IDEN-R-4 The student will use a set of leveled materials to prepare a teacher-made Informal Reading Inventory. (I-R-I)

Learning Activities

1. Professional Leterature

*Anderson, G.S. pp. 9-10 (Lists steps for developing an IRI)

*Valmont, W.J. The Reading Teacher "Creating Questions for Informal Reading Inventories" , pp. 509-512.

*Ekwall, 1976; pp. 260-273, 280-286

2. Examine format of the Classroom Reading Inventory by Silvaroli. (Available in Reading Center)

3. Examine set(s) of leveled materials needed to develop your IRI. See instructor for suggestions.

4. Develop an IRI similar in format to the Classroom Reading Inventory by Silvaroli.

   a. Indicate the source(s) used for the word lists.
   b. Footnote the source of each paragraph.

Additional Activities

Postassessment

The student will prepare an IRI that meets with the approval of the instructor.

Objective

IDEN-R-5 The student will administer a teacher-made IRI to two pupils and use the results of these administrations to evaluate the students reading ability and the structure and content of this test.

Learning Activities

1. Professional Literature

   May, 1973; pp. 123-126

   Silvaroli Instructor Manual pp. ii

2. Score and interpret an IRI simulation (May - Form A) on cassett tape in the Curriculum Center. Compare your results with the answer key provided in the packet.

3. Refer to handouts that will be distributed:

   - Levels of Reading
   - Oral Reading Evaluation Code
   - Inventory Record Sheets

4. View video tape "Administration of an IRI." The demonstration on this tape shows the setting and procedures needed to administer an IRI.

5. Experiences with children

   - Make arrangements with a second, third, or fourth grade teacher.
   - Select a quiet place.
   - Administer your IRI.

Postassessment

The student will administer the IRI and fill in the inventory sheet supplying information to the pupil's independent, instructional, and frustration levels as well as specific word recognition weaknesses.

The student will also prepare a written critique of their IRI by answering the following types of questions:

- Do you feel that your IRI provided you with a valid measure of a student's independent, instructional, and frustration levels?
- Are the paragraphs used in your IRI representative of the reading levels tested for?
- Are there any questions that should be revised, added, or deleted?
- Can you suggest any other revisions in your IRI that would make it a more useful and valid instrument?

Objective

IDEN-R-6 The student will be able to integrate the information gained from various sources to see the child as a whole.

Learning Activities

1. Professional Literature

   Dechant, 1971; Chapter 9 (A Case Study and How to Prepare One)

   Zintz, 1972; pp. 277-283 (Sample Case Studies)

   Carter, McGinnis, 1970; pp. 288-291
   (Suggestions for how to prepare report)

   Harris, 1969; Case Book of Reading Disabilities.
   (Sample case studies)
   pp. 161-175 or 147-160

2. Refer to Sample Data Information sheet. (Handout)

3. Prepara a data information sheet on information obtained from the tests administered to the student.

Additional Activities

Postassessment

The student will consolidate information gained during various testing situations on a Reading Data Format sheet. The student will put all the tests into a folder and discuss the findings with the classroom or reading teacher and the college instructor.

Objective

IDEN-Opt-1 The student will administer, score and interpret a standardized reading survey test.

Learning Activities

1. Read the test administrators manual for the appropriate test. (Available in the Reading Center)

2. Administer the test of your choice (with approval from reading teacher) to a student.

3. Using the appropriate test administrators manual, score and interpret the test results.

Additional Activities

Postassessment

The student will administer a standardized reading survey test, score and interpret the findings and share the results with both the reading teacher and the college instructor. (Schedule 15 minutes)

Objective

IDEN-Opt-2 The student will be able to discuss the relationship of modalities to reading and administer and interpret a learning modalities test.

Learning Activities

1. Professional Literature

   *Olson/Dillner, 1976; pp. 378-385

   Ekwell, 1976; Chapter 10, pp. 244

2. Read directions given with Pescolido Learning Modalities Test. (Available in Reading Center)

3. View video tape "Administration of a Learning Modalities Test." The demonstration on this tape shows the procedures needed to administer the Learning Modalities Test.

Additional Activities

Postassessment

The student will administer a Learning Modalities test to a kindergarten or 1st grade student and determine the students modality strengths and or weaknesses. The student will then share the results with the reading teacher and college instructor.

MODULE #5: PROVIDING MATERIALS FOR PERSONALIZED CLASSROOM READING INSTRUCTION

Prerequisites

Module #1: Background for Personalized Reading Instruction

Module #2: Nature of the Reading Differences in the Classroom

Module #3: Guidelines for Reading Assessments

Module #4: Identification of Reading Needs

Rationale

A teacher needs to know what kinds of instructional materials are available, where to get additional information about them, and how to select and effectively use materials to meet the reading needs and interests of individual students.

Preparticipation Assessment

Conference with instructor to determine previous competency in this area.

Objective

MAT-R-1 The student will be able to give a general description of the types of reading materials available, their basic purpose and their most effective means of utilization: games, reading kits, trade books, basals, machines, High Interest Low Difficulty materials, teacher made activities.

Learning Activities

1. Professional Literature

   Harris & Smith, 1972; pp. 51-75

   Mattleman, Reading Teacher, 25 (Feb. 1972); pp. 424-429
   (Suggestion for teacher made materials)

   Benbrook, Elementary School Journal, 56 (May 1956)
   (Ideas for writing materials for remedial reader)

   *Ekwall, 1976; pp. 62, 386-409.

2. View filmstrip and cassette. Games for teaching reading.

3. View different types of reading materials available in reading room, Henry Barnard and Curriculum Center.

Additional Activities

Postassessment

The student will prepare an annotated bibliography describing at least two reading materials and their most appropriate use for each of the following categories of aides:

- games (teacher made & commercial)
- reading kits
- trade books
- reading machines
- high interest low difficulty materials

Objective

MAT-R-2 The student will be able to select and effectively use materials appropriate to individual pupil's own reading levels, skills, interest and motivational needs.

Learning Activities

1. Professional Literature

   Harris & Smith, 1972; pp. 76-78

   Ekwall, 1974; Chapter 15

   Harris and Sipay, 1975; p. 315

2. Review diagnostic findings from tests given to student. Select materials from two categories (games, basal, trade books, reading kits, machines, HILV materials) to utilize in implementing a lesson, based on the student's reading needs and interests.

3. Write an appropriate lesson plan for teaching a specific word attack or comprehension skill utilizing the materials selected from the two categories. Refer to "Outline for Lesson Plan." Get formal approval of lesson plan from faculty member. (Schedule 15 minutes)

Additional Activities

Postassessment

The student will teach a reading skill lesson, utilizing two appropriate materials for that child at a level of proficiency deemed satisfactory by an observing faculty member.

Objective

MAT-Opt-1 The student will be able to compare and contrast the results of administering simple and complex readability formulas to the same content area textbook.

Learning Activities

1. Professional Literature

   Spache (Good Reading for Poor Readers), Spache Readability Formula

   Spache, 1970; pp. 26-35
   or
   Spache, 1974; pp. 30-41

   Burmeister, 1974; Chapter 2

2. Practice applying the Spache and Fry readability formulas to content area textbooks.

Additional Activities

Postassessment

The student will administer two formulas to two pages in 2 books that are representative of content area subject matter. The student will use the form "Worksheet for Estimating Readability" to report the results. (Available in Reading Center)

MODULE #6: INSTRUCTIONAL TECHNIQUES FOR PERSONALIZING READING INSTRUCTION IN THE CLASSROOM

Prerequisites

Module #1: Background for Personalized Reading Instruction

Module #2: Nature of Reading Differences in the Classroom

Module #3: Guidelines for Reading Assessment

Module #4: Identification of Reading Needs

Module #5: Providing Materials for Personalized Classroom Reading Instruction

Rationale

The goal of a good teacher is to provide instruction and learning opportunities in the classroom which will foster maximum growth in reading development. The organization of classroom activities and the adjustment of methods and materials to the wide variations found among the children within classrooms is one of the most crucial and complex problems which the teacher must solve.

The sheer logistics of assembling groups and scheduling activities for personalized reading instruction may seem overwhelming. The teacher who wants to individualize reading instruction needs to know how to organize a class for instruction, how to inititate group instruction, plan independent activities and effectively schedule time.

In order to personalize reading instruction teachers must know several systems for teaching reading and various methods for grouping and be able to apply them to the needs of their individual students.

Preparticipation Assessment

Conference with instructor to determine student's previous competency in this area.

Objective

INST-R-1 The student will be able to demonstrate a knowledge of the advantages and disadvantages of various grouping patterns for personalizing classroom reading instruction: flexible small group instruction, skill units, whole group instruction, interest groups, independent reading.

Learning Activities

1. Professional Literature

   Bond and Tinker, 1973; pp. 72-79
   (Advantages & disadvantages of different forms of grouping)

   *Harris & Smith, 1976; Reading Instruction, pp.367-395

   **Smith/Johnson, 1976; pp. 45-64

   Olson/Dillner, 1976; pp. 344-370,378,386-392

   Russo, "Subtleties of the Reading Group, Reading Teacher, Feb. 1970, pp. 429-431

2. Listen to audio-tape"Grouping for Affective and Cognitive Reasons" Refer to listening guide.

3. View video tape "Different Forms of Grouping for Reading Development" Refer to viewing guide.

4. Interview a classroom teacher as to the types of grouping patterns utilized in his/her classroom.

Additional Activities

Postassessment

The student will obtain a satisfactory score on a short essay test.

or

The student will participate in a group discussion and will perform at a satisfactory level of performance as determined by an observing faculty member. (Schedule 20 minutes)

or

The student will achieve an 80% or higher score on an objective test.

Objective

INST-R-2 The student will be able to give a general description of teaching strategies which will provide for the wide range of individual achievement levels and interests in the self-contained classroom: interest centers, learning packets, criterion referenced materials, individualized seat work, learning centers, contract reading.

Learning Activities

1. Professional Literature

   Harris & Smith, 1976; Reading Instruction, pp. 381-395 (Independent activities, learning centers, contracts, learning kits, games)

   Harris & Smith, 1972; Individualizing Reading Instruction pp. 122-129 (Learning Centers)

   Fiedler, "Kids and Cards" Reading Teacher , Jan. 1974, pp. 350-353 (Individualized Seat Work)

   Guszak, 1972; pp. 228-247 (Learning Packets)

   Robinson-Rauch, 1965; pp. 84-95 (Independent activities for individual or small groups)

   Don, Sue, et al. Individualizing Reading Instruction with Learning Stationed Centers. Evansville, Ind. Riverside Learning Association, 1973

   Thompson, Richard "Turn on to a Reading Center" Reading Teacher, Jan. 1975, pp. 384-388

2. Observe in a classroom identified by the reading teacher as containing some of these teaching strategies to note how they are being used by the pupils. (Refer to T.S. Observation Sheet)

Additional Activities

Postassessment

The student will draw up a model of a classroom that contains reading interest centers, learning centers, a listening center, library and room for small group activities. The student will then write a brief description of the types of reading activities that will occur at each center.

or

The student will read the literature on four different teaching strategies for personalizing reading instruction and write a brief description of each including advantages and disadvantages.

or

The student will develop a multiple choice objective test that includes at least one question concerning each of the following:

interest centers - learning centers, learning packets, criterion referenced materials, individualized seat work, contract reading.

Objective

INST-R-3 The student will be able to describe methods that can be employed to increase one-to-one learning situations within the classroom: peer tutoring, student teaming, effective use of aides, parent volunteers, paraprofessionals.

Learning Activities

1. Professional Literature

   Olson/Dillner pp. 370-373 (Student helpers)

   Ruddell, 1974; pp. 577-

   Harris/Smith, 1976; pp. 388-389 (Aides-parent volunteers)
   pp. 385-385C (Peer tutoring-teaming)

   Dreyer, H.B. "Rx for Pupil Tutoring Programs," The Reading Teacher, XXVI, No. 8; May 1973, pp. 810-813.

   Zigler, Edward "Learning From Children," Childhood Education XLVIII, No. 1; October 1971, pp. 8-11

   Sanacoie, Joseph "The Tutor: An Asset to the Reading Programs" Elementary English, April 1974, pp. 563-564. (Student Tutors)

   Fillmer, H. Thompson, "Professional Reading Activities for Paraprofessional, Reading Teacher, May 1973; pp. 808-809 (Paraprofessional)

2. Interview with two teachers as to the methods they employ to increase one-to-one learning situations within the classroom.

3. View video tape "Classroom Methods to Increase One-to-One Learning Situation within the Classroom."

Additional Activities

Postassessment

The student will achieve an 80% or higher score on an objective test.

or

The student will achieve an 80% or higher score on a short essay examination.

or

The student will participate in a group discussion and will perform at a satisfactory level of performance as determined by an observing faculty member. (Schedule approximately 30 mintues)

Objective

INST-R-4 The student will be able to identify the teacher behavior required to personalize reading instruction in a heterogenous class.

Learning Activities

1. Professional Literature

*Ekwall, 1976; pp. 32-48
(Substitute corrective for remedial)

Harris, 1976; pp. 456-456
(Brief overview)

*Herr, 1973; Diagnostic and Corrective Procedures in Teaching of Reading, pp. 3-4 (Excellent)

Durkin, Dolores "The Little Things Make a Difference." The Reading Teacher, Feb. 1975; pp. 473-477

2. View video tape "Necessary Teacher Behavior for Personalizing Reading Instruction" and compare the behaviors of the teacher with the effective behaviors mentioned in the professional readings.

Additional Activities

Postassessment

The student will make a list of eight (8) elements that enhance or limit effective classroom instruction and then discuss with a small group the degree he/she believes these factors contribute.

or

After making a list of eight (8) elements that enchance or limit effective classroom instruction, the student will view the video tape "Necessary Teacher Behavior for Personalizing Reading Instruction" and will measure the effectiveness of the demonstration teacher in relation to the check list. The student will then prepare a brief written summary of the findings.

Objective

INST-Opt-1 The student will be able to describe the following reading approaches and discuss the advantages and disadvantages of the basal, individualized, language experience approaches.

Learning Activities

1. Professional Literature

   Sartain in Harris-Smith, 1972; pp. 86-95
   (Individualized Reading)

   Kennedy, 1974; pp. 44-53, 61-62 (Basal), 68-76 (Individualized)
   77-84 (Language Experience).

   Smith/Johnson, 1976; pp. 121-133 (Language Experience)
   pp. 94-107 (Basal) 45-51 (Individualized).

   Ekwall, 1976; pp. 232-236
   (Fernold & Modification)

2. Video tape of Language Experience - Grapes

3. Video tape of Individualized Reading

4. Video tape of modified Fernold Approach

5. Listen to audio tape "Basic Approaches to Teaching Reading"

Additional Activities

Postassessment

The student will achieve an 80% or higher score on an objective test.

or

The student will perform 80% on a short essay test that is based on information presented in the professional literature.

or

The student will prepare a short summary of each approach and participate in a group discussion at a satisfactory level of performance as determined by an observing faculty member.

Objective

INST-Opt-2 The student will demonstrate an understanding of the assistance that can be afforded the classroom teacher when planning for personalized reading instruction by the members of the school team: nurse, psychologist, speech therapist, librarian, guidance counselor, special education teacher, reading specialist, principal, janitor.

Learning Activities

1. Professional Literature

   Rutledge, Emma "What Principals Owe to Reading Teachers and Programs". Reading Teacher, Vol. 28, No. 8, May 1975, pp. 748-749.

   Budde, Constance; Smith, Richard. "Librarians Look at Remedial Reading," Reading Teacher, Vol 27, No. 3 Dec. 1973, pp. 263-268

   Thoreson, et al - "How the Janitor Can Help in the Reading Program" - Reading Teacher, Vol. 27, Feb. 1974, pp. 458-461

2. The student will interview at least 4 members of the "school team" with regard to the assistance they can offer the classroom teacher in planning for personalized reading instruction.

Additional Activities

Postassessment

The student will prepare a short article 500-600 words which would be suitable for publication on the subject, "How Members of the School Team Can Aid the Classroom Teacher in Personalizing the Reading Program."

The article should deal with contributions of at least six members of the school team: nurse, psychologist, speech therapist, guidance counselor, special education teacher, reading specialist, principal.

Objective

INST-Opt-3 The student will be able to interpret an analysis of reading problems as prepared by a specialist and develop a plan for personalized classroom instruction.

Learning Activities

1. Professional Literature

   *Ekwall, 1976; pp. 377-385

   Niensted, Serena "Talking with LD Teachers", Reading Teacher, April, 1975, pp. 662-665

   Refer to list of "Sourcebooks for Ideas"

2. Refer to similuation packet "Sample Case Studies"

3. Listen to audio tape "Interpreting an Analysis of Reading Problems and Planning for Classroom Reading Instruction." Refer to Listening Guide.

4. Conference with instructor.

Additional Activities

Postassessment

The student will interpret an analysis of reading problems as prepared by a specialist (refer to Sample Case Studies) and develop a general plan for personalized classroom reading instruction that meets with instructor's approval.

MODULE #7: PROVIDING FOR DIFFERING READING NEEDS IN THE CONTENT AREAS

Prerequisites

Module #1: Background for Personalized Reading Instruction

Module #2: Nature of Reading Differences in the Classroom

Module #3: Guidelines for Reading Assessment

Module #4: Identification of Reading Needs

Module #5: Providing Materials for Personalized Classroom Reading Instruction

Module #6: Instructional Techniques for Personalizing Reading Instruction in the Classroom

Rationale

Elementary school pupils are asked to read material in literature, mathematics, social studies and science. Each content area presents pupils with special reading difficulties. Because of the special reading problems presented by content area books, teachers should be aware of the need to teach reading skills during periods of the day other than the reading period.

(Burns & Roe)

Preparticipation Assessment

Conference with instructor to determine previous competency in this area.

Objective

CON-R-1 The student will be able to describe various techniques and teaching strategies for personalizing reading in the content areas· advanced organizers, use of multi-level materials, SQ3R, reading guide, modification of single tests, thematic approach, grouping, DRA.

Learning Activities

1. Professional Literature

   Smith/Johnson, 1976; pp. 249-261

   **Olson/Dillner, 1976; pp. 418-432

   Burmeister, 1974; pp. 77-79, 84-85, 88-95

2. Listen to audio tape "Techniques for Personalizing Reading in the Content Areas." Refer to Listening Guide avialable in Curriculum Center.

Additional Activities

The student will pass an objective test at at 80% level of proficiency.

or

The student will prepare a short paper briefly describing each technique for personalizing reading in the content areas and discussing some strengths and weaknesses of each method.

Objective

CON-R-2 The student will demonstrate a specific technique for personalizing reading in the content areas by planning and implementing a lesson with a group of children.

Learning Activities

1. Professional Literature

   The following source books might be helpful:

   Herber, Go - Reading in Content Areas

   Smith, Be a Better Reader

2. Observe demonstration lesson conducted by classroom teacher.

3. Watch video tape "Teaching Reading in the Content Areas."

4. Refer to "Assessment Guide for Content Reading Activities" for the structure and organization of this lesson.

Additional Activities

Postassessment

The student will implement a content area lesson with a small group of children at a satisfactory level of performance as determined by an observing faculty member.

Objective

CON-Opt-1 The student will be able to discuss the advantages and disadvantages of CLOZE testing to determine readability of content area materials.

Learning Activities

1. Professional Literature

   Ekwall, 1976; pp. 286-290

   Smith/Johnson, 1976; pp. 20 -207

   *Zintz, 1975; pp. 48-52

Additional Activities

Postassessment

The student will pass an objective test at an 80% level of proficiency.

or

The student will pass a short essay test at an 80% level of proficiency.

Objective

CON-Opt-2 The student will be able to prepare a cloze test using content area material. The student will then administer the test to at least two people, score and interpret the results.

Learning Activities

1. Professional Literature

   Refer to sources mentioned in COM-Opt-1.

2. Prepare a cloze test following directions on "Cloze" sheet. Administer the test to at least two individuals.

Additional Activities

Postassessment

The student will prepare a written or oral critique of their cloze test by answering the following types of questions:

- Do you feel that your cloze test provided you with a valid measure of the readability of the material?
- How did the subjects react to this type of test?
- What use would you make of cloze procedures?

MODULE #8: READING AND THE BILINGUAL OR CULTURALLY DIFFERENT CHILD

Prerequisites

Module #1: Background for Personalized Reading Instruction

Module #2: Nature of Reading Differences in the Classroom

Module #3: Guidelines for Reading Assessment

Module #4: Identification of Reading Needs

Module #5: Providing Materials for Personalized Classroom Reading Instruction

Module #6: Instructional Techniques for Personalizing Reading Instruction in the Classroom

Module #7: Providing for Differing Reading Needs in the Content Areas

Rationale

Year after year in the United States, thousands of bilingual and/or culturally different children encounter frustration and failure in learning to read. There are a number of special needs and learning problems which the teacher must be aware of if he/she is to effectively guide the bilingual or culturally different child to success in reading.

Preparticipation Assessment

Conference with instructor to determine student's previous competency in this area.

Objective

BCD-Opt-1 The student will understand the nature of linguistic and cultural diversity.

Learning Activities

1. Professional Literature

   Review Smith/Johnson, 1976; pp. 267 273

   Ruddell, 1974; pp. 263-289

   Zintz, 1975; The Reading Process, pp. 397-423

   Ching, 1976; Chapter 1

2. Listen to audio tapes "The Dialect of the Black American" and "Americans Speaking" Refer to listening guides.

3. Make arrangements with the Reading Teacher to conduct the language experience lesson using the same stimulus, one with children who are speakers of a non-standard dialect, the other with speakers of standard dialect. Record exactly what the students say. Compare the differences. Arrange for a 15 minute conference with instructor to discuss your findings.

4. Listen to audio tapes "IRI-Differing Dialects". Using the standard procedures for recording findings or an IRI, mark the errors and differences on the selection. Arrange for a 15 minute conference with instructor to discuss your findings. (IRI Simulation Packet available in Reading Center)

Postassessment

See Learning Activity three (3).

or

See Learning Activity four (4).

or

The student will pass a short essay test at an 80% level of proficiency.

Objective

BCD-Opt-2 The student will demonstrate an understanding of techniques for individualizing instruction in reading to children of diverse cultural and linguistic backgrounds.

Learning Activities

1. Professional Literature

**Smith/Johnson, 1976; Chapter 12 (required)

Zintz, 1975; The Reading Process, pp. 438-454, 423-436

*Ching, 1976; Chapters, 3 and 4

Gans, 1963; Chapter 21, pp. 372-390

Additional Activities

Postassessment

The student will perform 80% on a short essay test that is based on information presented in the professional literature.

or

The student will use an outline he/she has prepared on the advantages and disadvantages of the eight viewpoints about teaching reading to the linguistically diverse and participate in a group discussion at a satisfactory level of performance as determined by an observing faculty member.

or

The student will rank the eight methods of teaching reading to the linguistically diverse from most desirable to least desirable and then rank them from most practical (realistic) to least practical. In 200 words or less compare the two rankings.

MODULE #9: WORKING EFFECTIVELY WITH PARENTS TO PROMOTE STUDENTS' READING GROWTH

Rationale

Teachers should recognize that parents have both information and concerns that can be helpful in carefully planning a child's reading program. Teachers need to establish friendly relations with parents in order to facilitate the reading growth of the students. (Zintz, 1972)

Preparticipation Assessment

Conference with instructor to determine student's previous competency in this area.

Objective

PAR-Opt-1 The student will be able to discuss effective ways of working with parents in a cooperative venture to aid the reading growth of a student.

Learning Activities

1. Professional Literature

   Gans, 1963; Chapter 14

   Zintz, 1972· pp. 242-250

   Baker, "Children's Literature at Home Base" Reading Teacher, May, 1975; pp. 770-772

   Zintz, 1975; The Reading Process pp. 146-158, 1972; pp. 117-128

2. In your acquaintance find a parent of an elementary school child whom you can interview briefly to find out the extent to which he/she feels the school is meeting the educational needs of his/her child. Try to obtain information concerning the child's reading ability, study habits, interaction in play and games, and general satisfaction with school.

Additional Activities

Postassessment

The student will make a satisfactory grade on a short essay test.

or

The student will review the literature in order to prepare a short-500 word article suitable for publication on "Tips and Techniques for Effective Parent-Teacher Communication in Reading."

APPENDIX C

LANGUAGE ARTS MODULES FOR UNDERGRADUATE COURSE

GUIDE LINES

Audrey Crandall, Ph.D.

CONCEPTS III ED. 330

"At the heart of the educational process lies the child."[1]

I. Introduction

If you wish to become a successful teacher of primary children, then children must be foremost in your thoughts. How do children learn, what interests Johnny, how can I teach them, may seem a formidable task. "Tuning-in" to primary children with their missing teeth, perpetual motion, curiosity, caprices, and questions is paramount to you. You must care about children sincerely.

The premise of this course is that you as a college student must experience, manipulate, try, discuss, discover and extrapolate at the college level in a similar fashion as the 6-8 year old does in the primary years. The process of learning may be more important that the product; the process of learning shapes and molds the product.

The organization of this course is modularized in that you as a student may acquire specific teaching skills and competencies with primary children. This differs from a more traditionally-oriented course with the assumptions that course completion is synonomous with expertise in teaching children.

II. Characteristics of Modularized or Competency-Based Teacher Education

The essential characteristics of ED. 330 are:

a. a field-based program with specific competencies in knowledge, theory, teaching procedures and direct teaching-learning activities with children.

[1] Lady Brigid Plowden, et al, Children and their Primary School, Her Majesty's Stationery Office, London, England, 1967.

b. a self-paced program in that the student organizes his own use of time around his weekly 2 hour laboratory experience in the schools with primary children.

c. program completion is based upon successfully completing required objectives which have been identified as exemplary for a teacher of primary children and optional objectives for personal growth and involvement with children.

d. selection of materials and activities by the students.

e. cooperating, "teaming" sharing ideas with fellow students.

f. college instructor and laboratory teacher serve as facilitator of student's learning just as the student may be facilitator of children's learning.

g. participation in small group discussion to question, clarify, extend and personalize students' learning.

h. the student becomes the agent of this own learning, the decision-maker.

i. student brings his creative contributions, his concern and commitment to primary children.

III. Definition of Terms

1. Instructional Module

This is a set of learning activities intended to facilitate the student's achievement of a specific objective or set of objectives. It consists of the following elements:

a. behaviors prerequisite to beginning the module
b. a statement of rationale
c. procedures for preparticipation assessment
d. a specific objective or set of objectives
e. a series of learning activities
f. alternative methods of postassessment
g. remediation procedures for students who do not demonstrate mastery on the postassessment.

2. Objectives or Teacher Competencies

They comprise the most important element of each module because they indicate precisely what the module will accomplish. Also,

teacher competencies can be viewed as the outcomes of teacher education. Specifically, they are those attitudes, understandings, skills, and behaviors of a teacher which enable him to facilitate the intellectual, social, emotional, and physical growth of children.

3. Preparticipation Assessment

   These are procedures related to the objectives which are used to determine the student's level of mastery prior to instruction.

4. Learning Activities

   These are purposeful activities which prepare an individual for attainment of the competencies.

5. Postassessment

   These are procedures, following the learning activity experience, used to determine the student's level of mastery relevant to a specified objective or set of objectives. Criterion behaviors are stated to serve as evidence that a competency has been attained.

GUIDELINES FOR MODULARIZED LEARNING:
TEACHING IN THE PRIMARY YEARS

IV. Student-faculty Communication

a. Weekly class meeting, 1 hour for whole class to introduce modules, schedule small group discussions, special presentations, plan for teaching sessions with children.

Attendance is required.

b. Scheduling with instructor

Student-instructor Scheduling Form for college instructor

	Date	Time	Place	Student	Purpose
Mon.	Sept.22	1 P.M.	Mann 207	Jean Smith Barb.Doe Jim Brown	Group discussion Lang. & Th. r-1

One sign-up sheet is posted on door of office, Mann 207.

Use this form for all requests of college instructor, both for small group discussions, individual or small group planning, and postassessments.

c. Scheduling with laboratory teachers.

Additional scheduling forms are posted at door of lab.teachers.

Mrs. Marks, Level 2 — Roberta Nachbar, Level 1

	Date	Time	Place	Student	Purpose
Mon.	Oct.15	9:00-10:00	Mrs.Nachbar Level 1	Barb.Doe	Lang.-experience activity with 4 children from approved plan
Mon.	Oct.15	9:30-10:30	Mrs. Marks Level 2	B.Jones	Math.game, Place Value

Be sure to sign-up one week in advance to implement an activity with children.

Activity Lesson Plan must be approved by faculty instructor prior to working with children.

V. Procedures for Laboratory Placements
Martin Luther King School
35 Camp Street - off N. Main Street
Providence - 861-2231
Principal Miss Judith Barry
Teachers (Red & Green groups) Level 1, Mrs. Nachbar
(Red & Green groups) Level 2, Mrs. Marks

Phone School if unable to attend. Arrange make-up sessions.

A. Sign up for Groups for 7 week placements

Mon. 8:30 - 10:35
Red I - Mrs. Nachbar

Red II - Mrs. Marks

Wed. 8:30 - 10:35
Green I - Mrs. Nachbar

Green II - Mrs. Marks

Attend of 7 weeks, change level.
Special placements - available for special projects
Cranston, Stadium School; Mr. Dana, Principal
Mrs. Higgenbotham - Curriculum Coordinator

North Kingstown, Stony Lane School
Mr. Gallucci, Principal

B. Preplanning with faculty instructor and clinical teacher.

8:30 - 9:00 each Mon. or Wed. is set aside for small group planning sessions at laboratory school. The clinical teacher and/or faculty instructor will discuss day's schedule, grouping, class organization, levels of activities, programs, curriculum.

Week One: Observations using Module 1.
Week Two: Tape-recording conversations with children using Module 2,

and/or

Lang. game, reading story to children.

Week Three: Eight students plan and choose individually or in pairs a lesson activity using Modules in Oral Language Language-experience, Math, Science, Children Literature etc.
9:20 - 9:35 weekly: assessment conference with clinical teacher and/or faculty instructor.

Week Nine: 8:30 - 9:00 Change levels of classroom
Preplanning conference
9:00 - 10:20 Observe first session and/or activity-lesson
9:20 - 9:35 Assessment conference.

Weeks Nine - Sixteen:
Continue on above schedule.
Activity-lessons with children.

VI. Procedures for assessment

a. Whenever a student wishes to demonstrate his competency in a specific objective he should submit a Competency Assessment Form with any required outline, lesson plan etc. This should be placed in "Work-in" envelope, attached to the instructor's office door. When material has been read, it will be placed in "Work-out" envelope. If student is choosing group discussion for competency assessment, this form should be brought to discussion and turned in to faculty-instructor.

VII. Assessing teaching-learning competencies with children

The lesson plan should be approved by a faculty member before working with children. Time should be scheduled with laboratory teacher for working with children. Sign up at laboratory school usually week in advance. When student wishes to be observed by faculty instructor or laboratory teacher, he completes (1) Competency Assessment Form and Assessment Form for use by observer. Both sheets to be turned in after teaching experience to faculty instructor.

VIII. Assessing through objective test

Student will obtain quiz from secretary in Reading Center. Complete quiz in Reading Center. Return quiz and answer sheets to secretary in Reading Center. This is important!!!

At the completion of assessment, plans, outlines will be returned to you. The signed Competency-Assessment Form remains in your folder with faculty instructor.

MODULE #1: CREATING AND ORGANIZING A PRIMARY CLASSROOM

Prerequisites

None

Rationale

Children enter first-grade or primary level filled with wonder, excitement and questions or fearful, shy and quiet. The school experience which children have socially, intellectually and attitudinally may influence how they perceive learning throughout their school years. The room, buildings, and total environment reflect the teacher and faculty's planning, creating and organizing an environment where a child is accepted as himself, where he may feel secure, where he may grow in interests and skills and may be trusted to make decisions. Students need to observe, compare and contrast primary classrooms so that they may delineate the characteristics of an "exemplary" learning environment for primary children.

Preparticipation Assessment

Conference with instructor to determine previous competency in this area.

Objective

Create -R-1 The student will be able to describe an exemplary primary level learning environment in the areas of:

1. teacher-child interactions
2. peer interactions
3. developmental levels of children
4. curriculum
5. physical setting
6. organization of materials, equipment

Learning Activities

1. Professional Literature

*Hassett & Weisberg, Open Education Chap. 1

Brown & Precious, The Intergrated Day in the Primary School Chap. 2, pp. 15-24

*Kenneth Halsam, Learning in the Primary School Chap. 1 Classroom & Group Organization pp. 1-16

*Lillian S. Stephens, Teacher's Guide to Open Educ. pp. 25-32

*2. View film-strip record, A Teacher Talks about Her Class-Room, Bank St. College of Educ. N.Y., observing in the following areas:

1. teacher-child interactions
2. peer interactions
3. developmental levels of children
4. curriculum
5. physical setting
6. organization of materials, activities

*3. Form small group discussion (3 to 5 persons) to exchange your reactions to above filmstrip-record, A Teacher Talks about her Classroom.

4. View additional films of primary classes observing above listed characteristics. See list of available films to be given in class.

5. Visit a primary class of your choice observing above listed characteristics.

Additional Activities

Postassessment

All students complete postassessment 1 and a choice of postassessment 2 or 3.

*1. Turn in list from Learning Activities indicating:

a) which items of professional literature you read
b) what other activity you chose

*2. Write in outline form your personal observations from "A Teacher Talks about Her Classroom" using 6 sub-headings:

1. teacher-child interactions
2. peer interactions
3. developmental levels of children
4. curriculum
5. physical setting
6. organization of materials, activities

*3. Form group of 3 to 5 students to meet with instructor for summarizing characteristics of exemplary learning environment for primary children. (Allow 15 minutes).

Objective

Create - O-2

The student will be able to compare and contrast two primary level classrooms in the following areas:

1. teacher-child interactions
2. peer interactions
3. developmental levels of children
4. curriculum
5. physical setting
6. organization of materials and equipment

Learning Activities

1. Professional Literature

*Tony Kalett, Two Classrooms, (hand-out)

David & Elizabeth Grugion, An Infant School, pp. 8-18& 19-33

*2. Observe at two laboratory classrooms, Henry Barnard G.1 and Henry Barnard G.2, using observation booths for as long as you wish during scheduled classtime to complete Guide for Observing.

or

3. Observe at an off-campus primary level classroom and a Henry Barnard School primary level classroom as long as you wish to complete Guide for Observing.

or

4. View film: "I Am Here Today" for observation of one primary classroom and Henry Barnard School for primary level classroom comparison to complete Guide for Observing.

Additional Activities

Postassessment

All students complete postassessment 1 and a choice of postassessment 2, 3 or 4.

*1. Turn in completed Guide for Observing Two Primary Level Classes.

*2. Form a small discussion group with professor, using Guide for Observing as a basis for your participation and successfully contribute to the discussion topic:

Comparing and Contrasting Two Primary Level Classrooms in the following areas:

1. teacher-child interactions
2. peer interactions
3. developmental levels of children
4. curriculum
5. physical setting
6. organization

or

3. Write six succinct paragraphs comparing and contrasting two primary level classrooms in the above areas. Be specific.

or

4. Complete an objective test with 80% proficiency on the above topic.

GUIDE FOR OBSERVING IN TWO
PRIMARY LEVEL CLASSES

Observer - Student's Name _____ Date _____

Class I, Teacher _____ Class II, Teacher _____

School _____ Date ____ School _____ Date _____

1. Teacher - Child interactions

2. Peer - interactions

3. Developmental levels of children
individual - small group - large group

Activity- describe specifically what indivudual child, small group or large group is doing

Childrens' Responses

1. individual child
2. small group
3. large group

Activity- describe specifically what individual child, small group or large group is doing

Childrens' Responses

1. individual child
2. small group
3. large group

4. Curriculum

Area

Activities

Area

Activities

5. Physical setting
(floor plans)

6. Organization of materials
and equipment
List at least 6 specific materials
you observe in each class

MODULE #2: LANGUAGE AND THINKING IN CHILDREN
A DEVELOPMENTAL-INTERACTIVE PROCESS

Prerequisites

None

Rationale

Each child progresses through developmental stages in acquisition of language skills and in thinking about himself and his world. Each teacher creates the learning environment which nurtures children's growth in language and thinking. If the teacher of young children is to plan experiences for and with children, then this developmental-interactive process among language, thinking and concept development must be considered.

Preparticipation Assessment

Conference with instructor to determine students' previous competency.

Objective

LT-R-1 The student will be able to describe the developmental sequence of language acquisition in the early childhood-primary years.

Learning Activities

1. Professional Literature

*E. Brook Smith, et al., Language and Thinking in the Elementary School, Chapter 2, pp. 9-29 "The Child Learning Language."

Hammill and Bartel, Teaching Children with Learning and Behavior Problems, pp. 166-169.

Smith, James, Creative Teaching of the Language Arts in the Elementary School, pp. 53-57.

2. Listen to audio-tape: Developmental Language Pattern in Young Children.

Additional Activities

Postassessment

Students will prepare an acceptable outline of the developmental sequence of language acquisition in the early-childhood primary years. Turn in to instructor.

or

The student will prepare an outline of the developmental sequence of language acquisition in the early childhood-primary years and participate in a small group discussion with instructor. (Sign up in advance-allow 20 minutes).

Objective

LT-R-2 The student will be able to describe

1) social-cultural factors in the child's acquisition of language procedures
2) the rationale for the child acquiring standard English.

Learning Activities

1. Professional Literature

   Spodek, B., Teaching in the Early Years, Chapter 4, pp. 59-65.

   Smith, J. Creative Teaching of the Language Arts in Elementary School, pp. 49-53.

*2. Conduct & tape record informal, brief conversations with one primary level child discussing family members, pets, favorite after-school activity, the best thing that ever happened to him, the worst thing that ever happened to him. Encourage the child to speak freely by suggesting, "Tell me more about that" or "Tell me how you felt about that."

*3. Form small group, listen to tape recordings of 2 other primary level children.

*4. Compare three conversations in terms of:

   1) fluency
   2) use of words, phases, sentence compound/complex
   3) use of dialect or standard English.

Additional Activities

Postassessment

The student will write a brief essay on the above topic (300 words).

or

The student will use his analysis of tape recording as basis for participation in small group discussion on above topic with faculty instructor. (Allow 30 minutes).

Objective

LT-R-3 The student will be able to:

1) describe the essential characteristics of childrens' thinking during the sensori-motor, pre-operational and concrete operational stages of Piaget.
2) give the implications to the teacher of young children.

Learning Activities

1. Professional Literature

   C.S. Lavatelli, Piaget's Theory Applied to Early Childhood, pp. 27-36.

   E.Brook Smith, et al., Language and Thinking in the Elementary School, pp. 120-128.

2. View film, Piaget's Classification or Piaget's Conservation, available for viewing in A.V.Dept., Craig-Lee.

3. Request informal discussion group with instructor (at least 3 persons) to question, clarify readings, film.

4. Complete Guide for Analyzing Children's Thinking.

Additional Activities

Postassessment

Student will complete postassessment 1, 2, or 3.

1. Student will complete an objective test with 80% proficiency on the topic, "Essential characteristics of three major stages of thinking in children as described by Jean Piaget with the implications for teachers of young children."

or

2. Student will write a brief essay (300 words) on above topic and turn in to instructor.

or

3. Student will complete Guide for Analyzing Child's Cognitive Development. (Allow 10 minutes). Use as a basis for small group discussion with instructor. (Allow 30 minutes, 3-4 to a group).

Objective

LT-R-4 The student will demonstrate a knowledge of the processes and interrelationships among language, thinking and concept development.

Learning Activities

1. Professional Literature

   E. Brook Smith, et al., Language and Thinking in the Elementary School, pp. 112-120.

   Dorothy Cohen, The Learning Child, pp. 149-164.

   L. Marsh, Alongside the Child, Chapter 5.

*2. Listen to audio-tape, Language and Thinking in Young Children. Use guide for listening.

3. Request informal discussion group with instructor (at least 3 persons) to question, clarify above readings, audio-tape.

*4. Observe in a primary classroom to determine at least three examples of how a child may or may not be developing a concept.

Postassessment

Student will complete postassessment 1 or 2.

1. The student will turn in to faculty instructor completed Guide for Concept Development.

or

2. The student will use Guide for Concept Development to participate in small group discussion. (Allow 20 minutes).

LISTENING GUIDE FOR AUTIO-TAPE

DEVELOPMENTAL LANGUAGE PATTERNS IN YOUNG CHILDREN

1. Language acquisition in the first two years of life

   babbling
   echolalia
   first words
   holophase
   intentional use of speech

2. Language development for the 2 - 5 year old

   increased vocabulary and sentence length
      expressive and receptive vocabularies
   language processing
      "built-in" grammar
   satisfaction of needs
   egocentric speech
   "normal" articulation errors

3. Two views of Language-Thinking

   Noam Chomsky
   Jean Piaget

4. Social-cultural factors in language acquisition

   child's language approaches adult norms of community
   environmental deprivation
   language of ghetto children-restricted or vibrant?
   expansions of children's vocabulary from T.V.,
   travel, experiences

LISTENING GUIDE FOR AUDIO-TAPE

LANGUAGE-THINKING- A DEVELOPMENTAL-INTERACTIVE PROCESS

1. Interrelatedness of language and thinking

2. Factors influencing child's use of language

   modeling

   questions, answers, conversations

   enriched experiences

   stories, books, T.V.

3. Concept formation:

   percepts ---------- perceptual thinking

   image ---------- associative thinking

   memories ---------- inductive-deductive
   concepts ---------- divergent-convergent
   generalization ------- critical thinking
   creative thinking

4. Characteristics of young children's thinking
   pre-operational stage

   1) representational thinking

   2) ego-centric thinking

   3) animism

   4) uses of physical experiences to form structures

   5) social interaction

GUIDE FOR ANALYZING STAGES OF
CHILD'S COGNITIVE DEVELOPMENT

Essential Characteristics of
Piaget's Stages of Cognitive Development

Define the following terms:

1. Sensori-motor stage 0-2 years

object permanence

assimilation/accomodation

---

2. Pre-operational stage (2-5)

a. development of language

b. egocentric thought

c. decentration

d. mental symbols

e. beginning sorting, ordering

3. Pre-operational Stage (5-7) Intuitive Period

One-to-one correspondence

Beginning conservation of number

casualty

classification, ordering

changing mental structures

---

4. Concrete Operations (7-11)

reversibility-transformation

casualty

conservation of mass

conservation of weight & volume

---

5. Describe the implication of these characteristics of childrens' thinking to teachers in the primary years.

A. Whole class teaching? Why or why not?

B. Use of concrete, manipulative materials? Why or why not?

C. The role of the teacher as questioner, facilitator, assessor of children's thinking?

GUIDE FOR CONCEPT DEVELOPMENT

Students Name _____

I. Child's Name _____ Class _____ Date _____

Activity in Progress (Ind.)	Concept Development	(+) or (-)
1. What specifically is child doing? Describe very specifically.	2. What is the concept being developed? (What is the behavioral objective of activity?)	3. Why or why not is concept being acquired. 4. Implications for you as the teacher.
II. Child's Name _____	Class _____	Date _____
III. Child's Name _____	Class _____	Date _____

MODULE #3: ORAL LANGUAGE ACTIVITIES
FOR PRIMARY CHILDREN

Prerequisites

Module #1: Creating and Organizing a Primary Classroom

Module #2: Language and Thinking in Children

NOTE: This module may be completed with Module #5:
Using Children's Literature

Rationale

Children use language and thinking as a dominant process in all they do. Language and thinking are inextricably interrelated and are highly dependent on the degree and quality of a child's daily speaking, listening, and interacting. Therefore learning activities must be created in which each child's use of language and thinking is accepted, extended and enriched.

Preparticipation Assessment

Conference with instructor to determine student's competency in this area.

Objective

ORAL L-R-1 The student will identify three resources, materials or activities for use with primary level children which reflects the student's knowledge of language and thinking as a developmental-interactive process.

Learning Activities

1. Using List of Suggested Curricula Materials, read 3 different commercially prepared sets of activity cards, filmstrip-records, games which are appropriate for primary level children.

2. Use Guide for Selecting Curricula Materials to analyze each material carefully.

Additional Activities

Postassessment

The student will have successfully examined 3 different materials/resources as described in Guide for Selecting Curricula Materials and turned in written critique of each material to instructor.

LIST OF SUGGESTED CURRICULA MATERIALS FOR ORAL LANGUAGE ACTIVITIES

1. Weston-Woods Filmstrip-record of selections from children's literature (HBS-Primary Resource Room)

2. Houghton-Mifflin, Interaction Materials, Level 1,
   Games - Talk and Take
   Silly Syntax

3. Houghton-Mifflin, Interaction Materials, Level 1,
   Activity Cards - Acting Out
   Doing
   Making Up

4. Ideas for Creative Dramatics: Warm-up Games
   Action Alphabet
   Games One and Two from Learning Encounter (hand-outs)

5. Kaplan & Kaplan, A Young Child Experiences - Chapter 4

6. Tyas, Child Drama in Action, (on reserve Mann)

7. Firth and Wachs, Thinking Goes to School
   Ideas for special games to promote language and thinking

Objective

ORAL L-R-2 The student will be able to plan an oral language activity for primary level children using one of above critiqued materials which:

1) reflects the student's knowledge of language and thinking as a developmental-interaction process
2) demonstrates the student's ability to promote oral fluency in children
3) accepts, extends and enriches children's use of language and thinking.

Learning Activities

1. Professional Literature

   See Resource list of idea books.

*2. Participate in college class with group of students to experience representative activities for use with children.

   a. Action Alphabet Game
   b. Pantomime Game
   c. Creative Dramatics

   Allow 40 minutes, sign up in advance.

3. Observe a classroom teacher with a group of primary children participating in an activity to develop oral language and thinking.

4. Observe video-tape "The Scarecrow" - Creative Dramatics Activity with student teacher.

Additional Activities

Postassessment

The student will submit an approved lesson plan for an oral language activity to the faculty instructor and laboratory teacher in advance of presenting activity with children.

Objective

ORAL L-R-3 The student will be able to implement an oral language activity with primary level children which:

1) reflects the student's knowledge of language and thinking as a developmental-interactive process
2) demonstrates student's ability to promote oral fluency in children
3) accepts, extends and enriches each child's use of language and thinking

Learning Activities

*1. Implement an oral language activity in a primary level classroom which reflects the student's knowledge of language and thinking in young children.

2. Observe a peer's oral language activity in a primary level classroom using Guide for Observing.

3. Implement the oral language activity with a second group of primary children to observe differences among children and improve your expertise.

Additional Activities

Postassessment

The student will have successfully implemented an oral language activity in a primary class as observed by laboratory teacher or instructor and completed a self-analysis of activity to be turned into instructor.

SELF-ANALYSIS OF ORAL LANGUAGE ACTIVITY
WITH PRIMARY CHILDREN

Name _____ Date _____ Lab. Placement _____

1. How did you introduce activity to children?

2. Describe how you planned, and discussed activity with children?

3. Describe specific responses of 3 children during activity.

4. How did you bring closure to activity?

5. How would you change, improve or extend activity, if you were to do activity again?

GUIDE FOR SELECTING CURRICULA MATERIALS
TO PROMOTE ORAL LANGUAGE DEVELOPMENT

Name _____ Date _____

1. Material: Title _____

   Publisher _____

   Source: (ex. Curriculum Center
   HBS Resource Room)_____

2. Describe components of material. (kit, records, relia, teacher's guide)

   Suggested age or grade levels _____

3. What are the objectives of curricula material? (Either stated from manual or inferred from material.)

4. Child appeal/interest - high - medium - low: Why?

5. Materials designed for individual; small group or whole class use.

6. Describe how materials omit stereotypes:

7. Describe how cultural pluralism is evidenced.

8. Describe how you would use material to promote, enrich and extend children's use of oral language in a given classroom.

MODULE #4: USING CHILDREN'S LITERATURE

Prerequisites

Module #1: Creating and Organizing a Primary Classroom

Module #2: Language and Thinking

Rationale

Children's literature in a primary classroom may be considered a child's window of the world. Through stories and poetry read to a child and increasingly read by the child,he may climb mountains, question happenings, share feelings and dream impossible dreams. From experiences with worthwhile literature, the child may create with movement, paints, clay, language and creative writing his personal perceptions of his world. Just as literature communicates to the child, the child in turn communicates to other children and adults.

Preparticipation Assessment

Conference with instructor to preassess competencies.

Objective

Ch.L-R-1 The student will be able to demonstrate a knowledge of the rationale for children's literature in a primary classroom.

NOTE: Student may take postassessment to demonstrate previous competence in area.

Learning Activities

1. Professional Literature

*Walter Petty, et al., Experiences in Language, pp. 365-390

Mauree Applegate, Easy in English, Chapter 8, pp. 277-288

*S.M. Lane & Kemp. An Approach to Creative Writing in the Primary School, pp. 48-57

L. Marsh, Alongside the Child, Chapter 6 and 7 "Children Using Books"

*2. View film: Children Are People or British Infant School

Additional Activities

Postassessment

Student will write brief, succinct essay on rationale for children's literature in a primary classroom.

or

Student will prepare brief outline of topic to use in small group discussion with faculty instructor on above topic. (Allow 20 minutes, sign-up in advance).

Objective

CH-L-R-2 The student will be able to select three books for oral reading to children at a specific age level which meet the following criteria

1. high appeal for age-level interest of children
2. literary and artistic merit
3. vocabulary, theme content and concept level of children
4. values inherent in work reflect cultural pluralism, omission of sterotypes.

Learning Activities

1. Professional Literature

   Resources of a well-stocked children's library.

   List of Caldecott-Newberry award winners.

*2. Read three or more selections from childrens' literature appropriate for given age level. Use Guide for Selecting Children's Literature.

3. Write and illustrate short story for primary children which meets the above criterion.

Additional Activities

Postassessment

The student will turn in completed Guides for Selecting Children's Literature for each of 3 selections.

or

Student will participate in small group discussion to share his findings from 3 selections using 3 Guides for Selecting as a basis for participation.

or

Student will demonstrate his individually written and illustrated short story for primary children.

Objective

CH-L-R-3 The student will plan, implement and self-analyze a story-reading activity with primary children including

1) discussion of story sequence

2) comprehension-inference of happenings

3) enjoyment, humor, suspense, imagination.

NOTE: This objective may be completed with objectives for oral language activities, Module 4.

or

This objective may be completed with objectives for a Learning Center, Module 3.

CH-L-R-4 The student will plan, implement and self-analyze a follow-up activity to the story-reading lesson with primary children involving

a) role-playing scene or story

b) creating a scroll theater and demonstrating to class

c) creating a mural or diarama of story

d) creating and using puppets of story characters

Learning Activities

1. Professional Literature

   *Lillian Stephens, Teacher's Guide to Open Education, Chapter 11, pp. 181-193

   Maurce Applegate, Easy in English, pp. 313-316

   *A. Crandall, Procedures for Story-Reading to Children

   Scroll Theater, hand-out

*2. Form small group (with or without instructor) to discuss selections from children's literature and use of special materials, follow-up activities and using additional media, modes.

3. View demonstration story-reading activity on video-tape. Use Guide for Observing.

*4. Submit written plan to faculty instructor prior to use with children.

Additional Activities

Postassessment

The student will plan, implement successfully, and self-analyze an activity using children's literature with follow-up activity in a primary classroom.

Objective

CH-L-O-5 The student will be able to:

1. create an individualized reading center for primary level children
2. implement the individualized reading center in a primary classroom
3. observe and critique centers use

Learning Activities

1. Professional Literature

   Spache and Spache, pp. 191-214

   Aukerman, Approaches to Beginning Reading, Chapter 7

   Sourcebooks for Ideas

2. Select at least six books appropriate for independent reading age/interest level of children in laboratory class. Confer with laboratory teacher for assistance. Determine readability level of book using Fry formula if reading level is not indicated in book.

3. Prepare one activity card for each book, to offer a child choice from the following:

   a) creative activities using paint, collage, clay, dioramas, puppetry
   b) oral activities in small group for discussion, comprehension, role-playing, puppetry, story-telling
   c) written activities for word games, language-experience stories, creative writing, rhymes, riddles

4. Set up reading center in primary class, introduce children to using center.

5. Participate with children in center for small group discussions, and other oral activities, creative activities or sharing of written work.

Additional Activities

Postassessment

1. The student will submit to faculty instructor in writing:

   a) book list of 6 selections with reading level of each

   b) activity card per book

   c) observations of children's use of center individually or in small groups

   d) samples of children's writing, art or projects completed at center

or

2. The student will demonstrate individualized reading center in college class including all of the above.

GUIDE FOR SELECTING CHILDREN'S LITERATURE

Student Reviewer _____ Date _____

Complete Guide for Selecting Children's Literature for each of 5 selections. Indicate N.A. if any items do not apply.

Title _____ Author _____

Publisher _____ Date _____

1. Describe story theme, setting, characters, (fact or fancy)

2. Give rationale for use with primary children.

3. Give rationale for high literary and/or artistic merit.

4. Describe how cultural pluralism is reflected in selection.

5. Describe use of stereotypes.

6. Rate book on overall appeal and use -- High --- Med. ----Low

MODULE #5: LANGUAGE-EXPERIENCE
AN INTEGRATED APPROACH
TO THE LANGUAGE ARTS

Prerequisites

Module #1: Creating and Organizing a Primary Classroom

Module #2: Language and Thinking

Rationale

The language experience approach presents a method for integrating the direct personal experience of each child with his own language both orally dictated, read and later written by the child so that the interrelationships of listening, speaking, reading and writing are developed meaningfully to each child.

Preparticipation Assessment

Conference with instructor to determine previous competencies.

Objective

Lang. Ex. R-1 The student will be able to demonstrate a knowledge of the sequence of procedures for group and individual language-experience activities with primary children.

Learning Activities

1. Professional Literature

*Stauffer, Language Experience Approach to Teaching Reading, pp. 21-29

Spache and Spache, "Using the Language Experience Approach"

Reading in the Elementary School, Chapter 7, pp. 241-252

*Crandall, A. Procedures for Individual-Language Experience

2. Observe video tape of the laboratory teacher instructor developing a language-experience activity in a primary classroom. Use Guide for Observing Classroom Activity.

Video tape:
1) Fish
or
2) The Horseshoe Crab

3. Observe a peer present language-experience activity with primary children. Use Guide for Observing.

Additional Activities

Postassessment

The student will write a detailed lesson plan of either a group or individual language experience activity at an acceptable level for use with primary children.

Objective

Lang. Exp. R-2 The student will demonstrate a knowledge of the ascending levels of questioning skills for the purpose of:

1. leading-pump priming
2. developing, clarifying
3. seeing relationships, associations
4. making inferences
5. hypothesizing
6. analyzing
7. summarizing
8. synthesizing

Learning Activities

*1. Professional Literature

Bloom's Taxonomy - Handout

*2. Observe laboratory teacher, instructor or peer implement an activity with children in which several levels of questioning skills are involved.

*3. Complete Guide for Observing Questioning Skills.

4. Form small group with instructor to practice levels of questioning skills. Allow 15 minutes.

Additional Activities

Postassessment

Student will submit at least 8 questions in writing on ascending levels to be used by him in any planned lesson activity for use in a primary classroom.

or

Student will be observed by a peer of instructor using 8 questions on ascending levels in any planned activity with primary children. Observer will turn in completed guide.

Objective

Lang. Exp. R-3 The student will be able to implement and self-analyze an individual or group language experience activity with a least 4 primary children utilizing the approved lesson plan from Objective 1.

Learning Activities

*1. Conduct individual or group language experience activity with at least 4 primary level children.

2. Repeat same activity with a second group of children to gain self-confidence and compare children.

*3. Complete self-analysis of Language-Experience Activity with primary children.

Additional Activities

Postassessment

The student will implement an individual or group language experience activity with 4 primary children at an acceptable level of performance as observed by instructor or laboratory teacher.

and

Complete self-analysis of activity with children's responses and turn-in to faculty instructor.

Objective

Lang. Exp. R-4 The student will be able to implement at least two appropriate follow-up activities for language-experience activity based upon childrens' responses.

Learning Activity

1. Professional Literature

   Stauffer, "Building a Word Bank" in the Language-Experience Approach to the Teaching of Reading, Chapter 3, pp. 60-74
   and
   Creative Writing, Chapter 4, pp. 76-110

2. Confer with laboratory teacher regarding suggestions for follow-up activities and/or additional discussion of children's responses to initial language-experience activity.

3. Form small group discussion with instructor to determine appropriate follow-up activities based upon children's responses. (Allow 15-20 minutes).

4. Write lesson plan for follow-up activities to original language-experience.

Additional Activities

Postassessment

The student will implement at least two follow-up activities (from approved plans) for language-experience activity based upon children's responses at an acceptable level as observed by instructor or laboratory teacher.

SELF-ANAYLSIS OF LANGUAGE EXPERIENCE ACTIVITY
WITH PRIMARY CHILDREN

1. How did you gain attention of children? _____Small Group
_____Whole Class

2. Describe how children responded to your introduction of materials/activity?

3. Describe how children carried out activity.

4. Describe how children used materials.

5. What questions did children ask?

6. How did you bring closure to activity?

7. If you were to try this activity again, how would you change it or improve materials, organization, pacing, relationship with children?

GUIDE FOR OBSERVING QUESTIONING SKILLS

(You may wish to tape record demonstration for later analysis)

TEACHER/PROFESSOR _____ DATE _____

STUDENT OBSERVER _____ PLACE _____

I. Introduction How was activity introduced? How was group organized? Teacher procedures with children.	
II. Procedures List 5 questions asked by teacher/professor. What was the purpose and level of each question? What kinds of management of behavior did you observe?	Questions Level of Purpose 1. 2. 3. 4. 5.
III. Children's Responses Describe responses of at least 5 children. Questions? Contributions? Interest? Concept level? Attention	1. 2. 3. 4. 5.
Follow-up What follow-up activities were suggested by teacher/professor or children.	

MODULE #6: EXPERIENTIAL LEARNING
FIELD TRIPS, ANIMALS,
COOKING AND CREATIVE
ARTS

Prerequisites

None

Rationale

Direct personal experience of a child is the significant foundation upon which a child builds his concepts. By seeing, touching, feeling, building, modeling, cooking, painting and "doing" children come to know the real world and see themselves as able and competent to deal with it on their terms. Therefore the teacher of primary children must provide opportunities for children to be active learners with many successful experiences so that they may grow from egocentric perceptions of their world to more mature understanding. Congruent with the direct experience of the child are the social experiences of planning, sharing, cooperating and kindness to others which fosters a more positive self-concept.

Preparticipation Assessment

Conference with instructor.

Objective

Ex.L-R-1 The student will be able to create a learning web around one common material, showing the interrelatedness of at least 6 learning experiences for young children pertaining or growing out of explorations with the common material.

Learning Activities

1. Professional Literature

   Hassett and Weisberg, Open Education

   Hand-out Learning Web

   MacDonald - 13 Series

2. Brainstorm ideas for a learning web with small group of peers and/or faculty instructors.

Additional Activities

Postassessment

1. Student will draw a diagram of a learning web centered around one common object and material with 6 related activities.

   or

2. Student will use diagram of learning web to participate in small group discussion with faculty instructor.

Objective

Ex.L-R-2 The student will demonstrate the knowledge of the rationale, procedures and concepts to be developed from a field trip experience with primary children.

Learning Activities

1. Professional Literature

   *Hassett and Weisberg, Indoors Leads Outdoors and Back Again, in Open Education, Chapter 5

   Helen Ross Russell, 10 Minute Field Trips

   Yellow Pages for Learning

2. Request small group discussion with faculty instructor and/or laboratory teacher for examining field trip possibilities.

3. Assist in planning aspects of large or small group field trip with laboratory teacher.

4. Participate in field trip with group of primary children being responsible for at least 4 children during trip.

5. List 5 sources of field trip experiences appropriate for primary aged children with concepts to be developed from each experience.

Additional Activities

Postassessment

Student will outline rationale, procedures and concepts to be developed to field trip experience with young children.

Objective

Ex. L-R-3 The student will plan, implement and self-analyze one follow-up activity to the field trip experience based upon children's responses during trip which will amplify and extend children's concepts.

Learning Activities

1. Professional Literature

   Source Books of Ideas

   Dioramas - Filmstrip

2. Confer with instructor and/or laboratory teacher regarding appropriate follow-up activities.

3. Write an activity plan for follow-up activity to field trip experience.

4. Implement approved lesson plan with primary children.

Additional Activities

Postassessment

The student will demonstrate activity, materials or products of children's work to college class.

Objective

Ex.L-O-4 The student will plan, implement and self-analyze plan for a cooking project with primary children which extends and amplifies children's concepts.

Learning Activities

1. Children's cookbook.
2. Confer with laboratory teacher and/or faculty instructor.
3. Create lesson plan for appropriate cooking activity. Prepare all necessary materials.
4. Implement a cooking activity with at least four primary children from the approved lesson plan.
5. Observe peer implementing cooking activity with primary chhldren.

Additional Activities

Postassessment

The student will submit to faculty instructor

1. written lesson-activity plan
2. self-analysis of children's responses to activity

and/or

The student will demonstrate activity, materials, products of children's work to college class.

Objective

Ex. -O-5 The student will plan, implement an observation activity with a live animal or natural material in a primary class, demonstrating rationale, procedures and concept development.

Learning Activity

1. Professional Literature

   ESS Booklet, Care of Animals in Classroom

2. Confer with faculty instructor and laboratory teacher regarding bringing and caring for a live animal in the class for a day or week.

3. Create lesson plan for an observation activity with a live animal in a primary classroom.

4. Implement observation activity with a live animal in a primary classroom.

5. Observe peer implementing animal observation activity with primary children.

Additional Activities

Postassessment

The student will analyze in writing the animal observation activity with primary children in relation to procedures, rationale and concept development from the approved lesson plan.

or

The student will form small group discussion with instructor to analyze animal observation activity with primary children in relation to procedures, rationale and concept development.

Objective

Ex.L-O-6 The student will create, implement and self-analyze a lesson plan for a creative art experience with primary children using any media which encourages children's synthesis of experience with natural materials, animals or field trip in creative expression.

Learning Activities

1. Sources from Art Methods Courses, collage, mural, paper mache, clay, paints, models with any media.

Additional Activities

Postassessment

The student will submit to faculty instructor implementation of a lesson plan for a creative art experience with primary children in terms of the child's synthesis of the experience and the art media.

or

The student will demonstrate to the college class to analyze his implementation of his lesson plan for a creative art activity in terms of the child's synthesis of experience and the art media.

MODULE #7: LEARNING CENTERS
AN APPROACH TO
INDIVIDUALIZATION

Prerequisites

Module #1: Creating and Organizing a Primary Classroom

Module #2: Language and Thinking

Rationale

Current literature stresses the importance for meeting the individual needs of childrens' learning at different levels, differing interests and differing modes. The learning center approach to individualizing learning provides a physical setting, and organization of materials and experiences to meet the wide divergence among and within children in any classroom, self-contained, open space, or open concept.

Preparticipation Assessment

Student may present a learning center for assessment by instructor and implement center in primary classroom.

Objective

L-C-R-1 The student will demonstrate a knowledge of the assumptions about childrens' learning and knowing in a child-centered program.

Learning Activities

1. Professional Literature

*Ruth Flurry, (handout)

*Leonard Marsh, Alongside the Child, Chap. 1,pp. 3-19

*Hassett & Weisberg, Open Education, Chap. 1

*Lillian Stephens, A Teacher's Guide to Open Education, pp. 19-25

*2. Complete Barth's Assumptions about Learning and Knowledge.

*3. Form small group to discuss agreements or disagreements on specifications of Barth's Assumptions. Substantiate your viewpoints on questionable items.

4. View film: The Open Classroom or film available from A.V. Dept.

5. Complete "Teacher Questionnaire", Walberg & Thomas, from your viewpoint as a future teacher of primary children.

Additional Activities

Postassessment

Student will complete postassessment 1, 2, or 3.

1. Student will complete objective test with 80% proficiency.

2. Student will agree or disagree with at least four of Barth's Assumptions in writing giving the rationale from your point of view.

or

3. Student will participate in small group discussion with instructor. Bring Barth's Assumption's to group and list of readings. (Allow 30 minutes, sign up in advance).

Objective

L-C-R-2 The student will be able to describe the purposes, types of materials and activities and methods of assessment for at least three different learning centers appropriate for primary children.

Learning Activities

1. Professional Literature

   Forte and McKenzie, Nooks, Crannies and Corners

   Crandall, A.J., Learning Centers, What, Why, How

2. View slide-tape, "Learning Centers-a-Beginning" Use guide for viewing.

3. Observe a learning center in use by children in a primary classroom. Complete task sheet for Learning Centers, turn into instructor.

Additional Activities

Postassessment

Form a small group (3 persons). Obtain game kit, "Mission Possible"for Learning Centers. Play game until each person has completed tally sheet. Turn in game results, tally sheets to instructor. (Curriculum Center)

Objective

L-C-R-3 The student will be able to plan (individually or in groups of 2) a learning center appropriate to interest, ability level or specific needs of primary level children.

Learning Activities

1. Professional Literature

   A. Crandall, Create a Learning Center

   Kaplan and Kaplan, Change for Children

2. Attend planning conference with laboratory teacher to obtain necessary information concerning:

   1. children's interests

   2. children's levels of performance

   3. children's needs for discovery-exploration, skill attainment, enrichment, mastery or creative activities.

3. Investigate appropriate resources for project, skill or creativity centers using curriculum center, school library, media center, or other avialable sources.

4. Form small groups (3 to 5) to discuss, selection of center to be created by individuals or teams within group based upon planning conference with laboratory teacher and/or instructor. Draw up outline for proposed center, each person being responsible for at least 6 separate activities per center. Use Learning Center Planning Guide.

Additional Activities

Postassessment

Complete proposal for Learning Center to be turned in to instructor listing the following:

1. Turn-on agent for Learning Center with purposes for this specific center.

2. List of 6 activities, games, materials, task cards, A.V. materials, realia with behavioral objective for each activity.

3. Include directions for each activity at appropriate reading or diagram/picture level of children to use center.

4. Methods for child to self-check activities.

5. Method of teacher's assessment.

Objective

L-C-R-4 The student will create at least 6 activities, using games, materials, relia, books, resources for a learning center, set up and introduce center to a group of primary children.

L-C-R-5 The student will observe children using learning center activities which he or she created in an independent manner, revise activities, materials and add follow-up activities based upon observation of children's use of learning center.

Learning Activities

1. Professional Literature

   Selma Herr, Learning Activities for Reading

   Kaplan & Kaplan, Change for Children

   Addison-Wesley, Workjobs

   Games for Individualizing Math.,
   Nuffield Science Guide, Level 1 and 2

   MacDonald Series, Holes, Cavities

2. Observe team/mate or another student's introduction of learning center to a group of primary level children noting childrens' interest, childrens' questions and comments, children's use of one or more materials, games.

3. Present own activities for learning center noting specifically children's interest, children's questions and comments, children's use of materials.

4. Student will implement necessary changes or additions to learning center based upon laboratory teacher, instructor's or children's suggestions, needs, ideas.

Additional Activities

Postassessment

*1. Complete 2 forms, Assessment of a Learning Center for:

a) your individual center

b) a center you observed carefully in class or laboratory school

Turn-in to instructor.

*2. Demonstration to college class of completed learning center created by individuals or teams.

*3. Preparation on ditto form of Complete Learning Center including:

1. title

2. purpose

3. turn-on agent

4. list of 6 activities with objectives, sequenced task cards, realia, games, books and diagrams of games

5. methods of assessing childrens' contributions

Distribute dittos to class members.

LEARNING CENTERS PLANNING GUIDE

I. - individualized

D. - dramatic, discovering, "doing"

E. - exploring

A. - all for and with children

I. Suggestions from laboratory teacher/instructor for theme, skill center, creativity center.

II. Ideas for "turn-on" agents.

III. Ideas for activities: realia, natural materials, A.V. feely-boxes, games, books, pictures, poems, shoe-box labs.

1. Does center provide for exploration-discovery, skill acquisition, mastery and enrichment?

IV. Task cards - behavioral objectives.

1. What should the child do specifically?

2. Are objectives sequential for necessary skills?

Directions - small steps, picture-diagrams.
Self-check for child - how can he check-up himself.

V. Postassessment

1. How will child demonstrate his accomplishing task?

VI. On Beyond Zebra

1. How can you add on/change center from children's input and/or laboratory instructor's input.

2. How have you displayed children's contributions at center?

   art work with backing or frame,
   creative writing in booklets
   models, charts, graphs with labels.

APPENDIX D

INSTRUMENTS USED TO EVALUATE UNDERGRADUATE LANGUAGE ARTS COMPONENT

STUDENT EVALUATION OF COMPETENCY-BASED
ED 330 - METHODS AND MATERIALS IN
CONCEPTS III

Part I - Objective Information

Directions: In order to help evaluate the effectiveness of this course and to assist in subsequent revisions, please respond to the items that follow. Please place your answer on the machine scoreable answer sheet.

1. How would you compare the value of the competency-based methods course to conventional methodology courses you have had?

   a. CB was much more valuable
   b. CB was more valuable
   c. CB was just as valuable
   d. CB was less valuable
   e. CB was of little value

2. How would you compare the amount of work in this competency-based approach to conventional methodology courses you have had?

   a. CB was much greater
   b. CB was greater
   c. CB was just as great
   d. CB was less
   e. CB was much less

3. What percentage of the <u>required objectives</u> did you complete in the first quarter of the course (Feb)? (30 required objectives)

   a. 0 - 20
   b. 21 - 40
   c. 41 - 60
   d. 61 - 80
   e. 81 - 100

4. What percentage of the <u>required objectives</u> did you complete in the second quarter of the course (March)?

   a. 0 - 20
   b. 21 - 40
   c. 41 - 60
   d. 61 - 80
   e. 81 - 100

5. What percentage of the required objectives did you complete in the third quarter of the course (April)?

   a. 0 - 20
   b. 21 - 40
   c. 41 - 60
   d. 61 - 80
   e. 81 - 100

6. What percentage of the required objectives did you complete in the fourth quarter of the course (May)?

   a. 0 - 20
   b. 21 - 40
   c. 41 - 60
   d. 61 - 80
   e. 81 - 100

Note: Do not answer items 7 -10 unless you have completed optional objectives.

7. What percentage of the optional objectives did you complete in the first quarter of the course (Feb)?

   a. 0 - 20
   b. 21 - 40
   c. 41 - 60
   d. 61 - 80
   e. 81 - 100

8. What percentage of the optional objectives did you complete in the second quarter of the course (March)?

   a. 0 - 20
   b. 21 - 40
   c. 41 - 60
   d. 61 - 80
   e. 81 - 100

9. What percentage of the optional objectives did you complete in the third quarter of the course (April)?

   a. 0 - 20
   b. 21 - 40
   c. 41 - 60
   d. 61 - 80
   e. 81 - 100

10. What percentage of the optional objectives did you complete in the fourth quarter of the course (May)?

a. 0 - 20
b. 21 - 40
c. 41 - 60
d. 61 - 80
e. 81 - 100

Note: Do not answer items 11 - 26 unless you actually experienced one or more of the objectives in the respective modules.

11. How effective was the module on Creating and Organizing a Primary Classroom in preparing you to become a teacher of primary children?

a. Highly effective
b. Moderately effective
c. Effective
d. Moderately ineffective
e. Highly ineffective

12. How effective was the module on Language and Thinking in preparing you to become a teacher of primary children?

a. Highly effective
b. Moderately effective
c. Effective
d. Moderately ineffective
e. Highly ineffective

13. How effective was the module on Oral Language-Activities in preparing you to become a teacher of primary children?

a. Highly effective
b. Moderately effective
c. Effective
d. Moderately ineffective
e. Highly ineffective

14. How effective was the module on Learning Centers, An Approach to Individualizing in preparing you to become a teacher of primary children?

a. Highly effective
b. Moderately effective
c. Effective
d. Moderately ineffective
e. Highly ineffective

15. How effective was the module on the Language-Experience Approach in preparing you to become a teacher of primary children?

a. Highly effective
b. Moderately effective
c. Effective
d. Moderately ineffective
e. Highly ineffective

16. How effective was the module on Using Children's Literature in preparing you to become a teacher of primary children?

a. Highly effective
b. Moderately effective
c. Effective
d. Moderately ineffective
e. Highly ineffective

17. How effective was the module on Experiential Learning in preparing you to become a teacher of primary children?

a. Highly effective
b. Moderately effective
c. Effective
d. Moderately ineffective
e. Highly ineffective

18. How effective was the module on Observing and Assessing an Individual Child in preparing you to become a teacher of primary children?

a. Highly effective
b. Moderately effective
c. Effective
d. Moderately ineffective
e. Highly ineffective

19. Rate the clarity of the stated objectives in the module entitled Creating and Organizing a Primary Classroom.

a. Extremely clear
b. Clear
c. Adequate
d. Unclear
e. Extremely unclear

20. Rate the clarity of the stated objectives in the module entitled Language and Thinking in Children.

a. Extremely clear
b. Clear
c. Adequate
d. Unclear
e. Extremely unclear

21. Rate the clarity of the stated objectives in the module entitled Oral Language Activities for Primary Children.

a. Extremely clear
b. Clear
c. Adequate
d. Unclear
e. Extremely unclear

22. Rate the clarity of the stated objectives in the module entitled Learning Centers, An Approach to Individualization.

a. Extremely clear
b. Clear
c. Adequate
d. Unclear
e. Extremely unclear

23. Rate the clarity of the stated objectives in the module entitled Using Children's Literature.

a. Extremely clear
b. Clear
c. Adequate
d. Unclear
e. Extremely unclear

24. Rate the clarity of the stated objectives in the module entitled Language-Experience an Integrated Approach to the Language Arts.

a. Extremely clear
b. Clear
c. Adequate
d. Unclear
e. Extremely unclear

25. Rate the clarity of the stated objectives in the module entitled Experiential Learning.

a. Extremely clear
b. Clear
c. Adequate
d. Unclear
e. Extremely unclear

26. Rate the clarity of the stated objectives in the module entitled Observing and Assessing an Individual Child.

a. Extremely clear
b. Clear
c. Adequate
d. Unclear
e. Extremely unclear

Note: Do not answer individual items between 27-28 unless you actually experienced the activity indicated.

27. Indicate the value of the professional readings in helping you to meet the objectives in the course.

a. Very helpful
b. Helpful
c. Adequate
d. Less helpful
e. No help

28. Indicate the value of planning sessions with faculty instructor in helping you to meet the objectives in the course.

a. Very helpful
b. Helpful
c. Adequate
d. Less helpful
e. No help

29. Indicate the value of seminar/group discussions in helping you to meet the objectives in the course.

a. Very helpful
b. Helpful
c. Adequate
d. Less helpful
e. No help

30. Indicate the value of individual conferences in helping you to meet the objectives in the course.

a. Very helpful
b. Helpful
c. Adequate
d. Less helpful
e. No help

31. Indicate the value of videotapes in helping you to meet the objectives in the course.

a. Very helpful
b. Helpful
c. Adequate
d. Less helpful
e. No help

32. Indicate the value of audiotapes in helping you to meet the objectives in the course.

a. Very helpful
b. Helpful
c. Adequate
d. Less helpful
e. No help

33. Indicate the value of filmstrips or films in helping you to meet the objectives in the course.

a. Very helpful
b. Helpful
c. Adequate
d. Less helpful
e. No help

34. Indicate the value of slides/audiotapes in helping you to meet the objectives in the course.

a. Very helpful
b. Helpful
c. Adequate
d. Less helpful
e. No help

35. Indicate the value of the game, Mission Possible in helping you to meet the objectives in the course.

a. Very helpful
b. Helpful
c. Adequate
d. Less helpful
e. No help

36. Indicate the value of experiences with children in helping you to meet the objectives in the course.

a. Very helpful
b. Helpful
c. Adequate
d. Less helpful
e. No help

37. Indicate the value of manipulation of materials in helping you to meet the objectives in the course.

a. Very helpful
b. Helpful
c. Adequate
d. Less helpful
e. No help

38. Indicate the value of your creating games and learning materials for children.

a. Very helpful
b. Helpful
c. Adequate
d. Less helpful
e. No help

Note: Do not answer individual items between 39-43 unless you actually experienced the form of postassessment that is indicated.

39. Indicate how you feel about the written reports which were used to assess your competency in the course.

a. Highly valuable
b. Very valuable
c. Of moderate value
d. Of little value
e. Of no value

40. Indicate how you feel about the objective tests which were used to assess your competency in the course.

a. Highly valuable
b. Very valuable
c. Of moderate value
d. Of little value
e. Of no value

41. Indicate how you feel about the lesson or activity plans which were used to assess your competency in the course.

a. Highly valuable
b. Very valuable
c. Of moderate value
d. Of little value
e. Of no value

42. Indicate how you feel about the observations by clinical instructor and/or college instructor which were used to assess your competency in the course.

a. Highly valuable
b. Very valuable
c. Of moderate value
d. Of little value
e. Of no value

43. Indicate how you feel about the projects or your individually created games and/or materials which were used to assess your competency in the course.

a. Highly valuable
b. Very valuable
c. Of moderate value
d. Of little value
e. Of no value

44. Rate your degree of satisfaction with the cooperation you received from the teaching staff at the Henry Barnard Laboratory School.

a. Highly satisfied
b. Very satisfied
c. Moderately satisfied
d. Very dissatisfied
e. Highly dissatisfied

45. Rate your degree of satisfaction with the cooperation you received from the teaching staff in an off campus placement.

a. Highly satisfied
b. Very satisfied
c. Moderately satisfied
d. Very dissatisfied
e. Highly dissatisfied

46. Rate your degree of satisfaction with the theory of self-pacing.

a. Highly satisfied
b. Very satisfied
c. Moderately satisfied
d. Very dissatisfied
e. Highly dissatisfied

47. Rate your degree of satisfaction with your ability to self-pace yourself.

a. Highly satisfied
b. Very satisfied
c. Moderately satisfied
d. Very dissatisfied
e. Highly dissatisfied

48. Rate your degree of satisfaction with the alternate routes of instruction that were available to you for each objective.

a. Highly satisfied
b. Very satisfied
c. Moderately satisfied
d. Very dissatisfied
e. Highly dissatisfied

49. Rate your degree of satisfaction with the way the professors utilized their time to assist you in the course.

a. Highly satisfied
b. Very satisfied
c. Moderately satisfied
d. Very dissatisfied
e. Highly dissatisfied

50. Now that the course is over, do you feel that the amount of work and effort was worthwhile?

a. Yes
b. No

51. What grade do you plan to receive in the course?

a. A
b. B
c. C
d. D
e. F

52. To what degree did the modules, guidelines and management procedures assist you in this course?

a. Extremely helpful
b. Very helpful
c. Helpful
d. Of minimum help
e. Of almost no help

53. As a result of this course, would you be willing to enroll in another competency-based methodology course?

a. Yes
b. Undecided
c. No

APPENDIX E

FIELD-BASED OBJECTIVES FOR READING METHODS COURSE

FIELD-BASED OBJECTIVES FOR COMPETENCY-BASED EDUCATION 322

Module #3:	**ASSESSING PERFORMANCE IN READING**
EVAL-X-4 HBS	The student will be able to administer and score an informal reading inventory (IRI), determining a student's independent, instructional, and frustration levels.
EVAL-Opt-2 HBS	The student will administer a teacher-made IRI to two pupils and use the results of these administrations to evaluate the structure and content of this test.
Module #4:	**READING READINESS**
RED-R-4 Cranston	The student will be able to demonstrate the teaching of a reading readiness skill to a small group of children.
RED-Opt-1 Cranston	The student will administer, score, and interpret a standardized reading readiness test to a kindergarten or first-grade student.
Module #5:	**WORD IDENTIFICATION**
WRD-R-4 Cranston	The student will apply his knowledge of word identification techniques to the teaching of a lesson with a small group of children that demonstrates the teaching of a specific word identification skill.
WRD-Opt-2 HBS	The student will demonstrate an understanding of the developmental nature of instruction in phonic and structural analysis skills by administering and interpreting a diagnostic test of word attack skills.
Module #6:	**DEVELOPING COMPREHENSION SKILLS**
COM-R-2 Cranston	The student will demonstrate the teaching of a specific comprehension skill by planning and implementing a lesson with a group of children.
Module #7:	**USING THE BASAL READER**
BR-R-4 Cranston	The student will conduct a Directed Reading Activity (DRA) with a group of children using a selection from a basal reader.
Module #8:	**APPROACHES TO READING INSTRUCTION: LANGUAGE-EXPERIENCE**
ALE-Opt-2 HBS	The student will be able to implement a language-experience activity with a pupil or small group of children.
Module #9:	**APPROACHES TO READING INSTRUCTION: INDIVIDUALIZED READING**
AIR-Opt-2 HBS	The student will conduct an individualized reading teacher-pupil conference.
Module #11:	**WORK-STUDY SKILLS**
SS-Opt-3 HBS	The student will be able to implement a lesson with a group of pupils that demonstrates the use of a specific study skill.
Module #12:	**SCHOOL AND CLASSROOM ORGANIZATION FOR INDIVIDUALIZING INSTRUCTION**
IND-Opt-2 HBS	The student will describe the physical organizational features that facilitate individualization of reading instruction in the classroom.
Module #14:	**CHILDREN WITH READING DIFFICULTIES**
DIF-Opt-4a HBS	The student will conduct an interview to determine a disabled reader's general interests and reading interests.
DIF-Opt-4b HBS	The student will administer an attitude inventory to determine a disabled reader's attitude toward reading.

APPENDIX F

FIELD-BASED OBJECTIVES FOR LANGUAGE ARTS COMPONENT

FIELD EXPERIENCES FOR EARLY CHILDHOOD
LANGUAGE ARTS METHODOLOGY COURSE

Module #1:	**Creating and Organizing a Primary Classroom**
Create -O-2 Optional	The student will be able to compare and contrast two primary level classrooms in the following areas: 1. teacher-child interactions 2. peer interactions 3. developmental levels of children 4. curriculum 5. physical setting 6. organization of materials and equipment
Module #2:	**Language and Thinking in Children: A Developmental-Interactive Process**
LT-R-1 Optional	The student will be able to describe the developmental sequence of language acquisition in the early childhood primary years.
LT-R-2 Optional	The student will be able to describe: 1. social-cultural factors in the child's acquisition of language procedures 2. the rationale for the child acquiring standard English
Module #3:	**Oral Language Activities for Primary Children**
ORAL-L-R-2 Required	The student will be able to plan an oral language activity for primary level children using one of the critiqued materials which: 1. reflects the student's knowledge of language and thinking as a developmental-interactive process
Module #4:	**Using Childrens' Literature**
CH-L-R-3 Required	The student will plan, implement and self-analyze a story-reading activity with primary children including 1. discussion of story sequence 2. comprehension-inference of happenings 3. enjoyment, humor, suspense, inagination

CH-L-R-4 Required	The student will plan, implement and self-analyze a follow-up activity to the story-reading lesson with primary children involving 1. role-playing scene or story 2. creating a scroll theater and demonstrating to class 3. creating a mural or diarama of story 4. creating and using puppets of story characters
CH-L-O-5 Optional	The student will be able to: 1. create an individualized reading center for primary level children 2. implement the individualized reading center in a primary classroom 3. observe and critique centers use
Module #5:	Language-Experience: An Integrated Approach to The Language Arts
Lang.Exp.-R-3 Required	The student will be able to implement and self-analyze an individual or group language experience activity with at least 4 primary children utilizing the approved lesson plan from Objective 1.
Lang.Exp.-R-4 Required	The student will be able to implement at least two appropriate follow-up activities for language-experience activity based upon childrens' responses.
Module #6:	Experiential Learning Field Trips, Animals, Cooking and Creative Arts
Ex.L-R-3 Required	The student will plan, implement and self-analyze one follow-up activity to the field trip experience based upon children's responses during trip which will amplify and extend children's concepts.
Ex.L-O-4 Optional	The student will plan, implement and self-analyze plan for a cooking project with primary children which extends and amplifies children's concepts.
Ex.L-O-5 Optional	The student will plan, implement and observe activity with a live animal or natural material in a primary class, demonstrating rationale, procedures and concept development.
Ex.L-O-6 Optional	The student will create, implement and self-analyze a lesson plan for a creative art experience with primary children using any media which encourages children's synthesis of experience with natural materials, animals or field trip in creative expression.

Module #7:	Learning Centers, An Approach to Individualization
L-C-R-4 Required	The student will create at least 6 activities, using games, materials, realiabooks, resources for a learning center, set up and introduce center to a group of primary children.
L-C-R-5 Required	The student will observe children using learning center activities which he or she created in an independent manner, revise activities, materials and add follow-up activities based upon observation of children's use of learning center.

APPENDIX G

EXTENSION MODULES IN READING FOR STUDENT TEACHING

DIRECTIONS FOR USING EXTENSION MODULES FOR STUDENT TEACHING

1. Read through the items in each extension module.

2. Review each module with your cooperating teacher to determine which objectives are attainable during the semester. As an initial step, refer to the list of prerequisite objectives to determine if you have the background experiences needed to accomplish the specific objectives in this module. Suggested learning activities for the prerequisite objectives can be found in the handbook entitled Methods and Materials in Teaching Reading: A Competency-Based Approach (Second Edition) by Stieglitz and Rude. Copies of this handbook are available in the Professional Resource Center.

   Place a check ( ) next to those objectives that both you and your cooperating teacher feel can be accomplished with children in your assigned classroom. Those objectives that are determined to be attainable outside of the regular classroom should be noted in the column labeled "Objectives Attainable Outside of Assigned Classroom."

3. Select and experience learning activities that can be used to attain specific objectives in each module. In order to keep record of your experiences, either place a check (✓) next to those activities used to meet the requirements of specific objectives or write in your own list of additional activities. An example is provided below:

Learning Activities

1. Sourcebooks:

✓ Carrilo, pp. 56-58

Developing Prereading Skills, "Expressive Language," Lessons 16-18

✓ Launch, pp. 122-123

Sartain, pp. 34-37

✓ 2. Listen to story records.

3. Confer with cooperating teacher.

Additional Activities:

Observed cooperating teacher implement demonstration lesson.
Shared ideas with other student teachers.

4. Referring to the key below, indicate what form of assessment was used to determine if a specific objective had been attained.

S	SELF	IR	INFORMAL RESOURCE TEACHER
IP	INFORMAL PEER	FRT	FORMAL RESOURCE TEACHER
FP	FORMAL PEER	IRP	INFORMAL RESOURCE PROFESSOR
IT	INFORMAL TEACHER	FRP	FORMAL RESOURCE PROFESSOR
FT	FORMAL TEACHER	Other	(explain)

For those objectives that you feel were accomplished prior to student teaching, especially the prerequisite objectives, write in the letters "PST" under the column labeled "Dates of Attainment."

MODULE I: DEVELOPING LANGUAGE FLUENCY AND PERCEPTUAL ABILITIES IN THE PRIMARY GRADES

PREREQUISITE OBJECTIVES FROM UNDERGRADUATE READING METHODS COURSE*		Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attain-ment	Forms of Assess-ment
The student will demonstrate an understanding of factors related to reading readiness: - intellectual development - chronological age - language development - perceptual development - auditory and visual discrimination - physical functioning - socio-cultural factors - emotional development - past experiences and information background	RED-R-1				
The student will understand the purpose, structure, advantages, and disadvantages of standardized reading readiness tests.	RED-R-2				
The student will understand the purpose, structure, advantages, and disadvantages of commercially prepared reading readiness workbooks.	RED-R-3				
The student will be able to demonstrate the teaching of a reading readiness skill to a small group of children.	RED-R-4				

* Suggested learning activities for each objective can be found in: Stieglitz, Ezra L. and Rude, Robert T. Methods and Materials in Teaching Reading: A Competency-Based Approach. (Second Edition) Providence, R.I.: Rhode Island College, 1975.

		Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attain-ment	Forms of Assess-ment
Note: The following competencies are prerequisite to specific objectives in I-F (student teaching):					
The student will be able to give a general description of the language-experience approach to teaching reading.	ALE-R-1	_____	_____	_____	_____
The student will demonstrate an understanding of the strengths and weaknesses of the language-experience approach.	ALE-R-2	_____	_____	_____	_____
The student will understand the sequence of procedures needed to implement a language-experience activity.	ALE-Opt-1	_____	_____	_____	_____
The student will be able to implement a language-experience activity with a pupil or small group of children.	ALE-Opt-2	_____	_____	_____	_____

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attain-ment	Forms of Assess-ment

OBJECTIVES FOR STUDENT TEACHING

General Objective

A. Provides opportunities for children to listen to and enjoy significant features of stories, including sequence of events, character type and surprise.

Specific Objective

1. The student will lead children to develop a sense of story sequence, character type, significant details, etc. through a variety of activities, including storytelling, dramatization, use of episode pictures, and filmstrips.

Learning Activities

(1) Sourcebooks:

Brake, "Expressive Language", Lessons 16-18

Carrillo, pp. 56-58

Greff. pp. 62-64, 65-67

Pierros, Sequence 2-4,9

Platts, pp. 122-123

Russell, pp. 13-15

Sartain, pp. 34-37

Sciara, p. 7

	Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment
(2) Listen to story records.				
(3) Confer with master teacher.				
Additional Activities:				
Postassessment				
The student will demonstrate two activities with a group of children.			_____	_____
			_____	_____
Specific Objective				
2. The student will provide experiences in which children differentiate between real and imaginary stories.	_____	_____		
Learning Activities				
(1) Identify titles of real and imaginary stories.				
(2) List questions which can lead children to differentiate between real and imaginary stories.				
(3) Confer with classroom teacher.				
Additional Activities:				

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

Postassessment

The student will demonstrate that a group of children will be able to differentiate between real and imaginary stories, when provided with certain experiences.

_____ _____

General Objective

B. Leads children to analyze and interpret pictures.

Specific Objective

1. The student will recognize three levels of children's picture interpretation as they relate to language development and assigns tasks accordingly. Levels include:

   - Enumerating items in pictures
   - Interpreting events shown in pictures
   - Creating a story suggested by pictures

_____ _____

Learning Activities

(1) Sourcebooks:

Brake, "Expressive Language", Lesson 12

Carrillo, pp. 56-58

Wisconsin Design: Comprehension, Level A-Skill 1

(2) Confer with teacher.

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

Additional Activities:

Postassessment

The student will implement <u>two</u> activities that can be used to assess specific pupil's level of picture interpretation. _____ _____

_____ _____

Note: The results of each activity should be shared with the classroom teacher.

Specific Objective

2. The student will lead children to examine pictures to discover significant characters, main idea, sequence, details, mood, anticipated action, etc. _____ _____

Learning Activities

(1) Sourcebooks:

Carrillo, pp. 56-58

Greff, pp. 103, 108, 112-114

Schubert, (Book V), Games 37-40

Wisconsin Design: Comprehension, Level A-Skill 4

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

(2) Compile pictures for a resource file.

(3) Plan lessons with master teacher.

Additional Activities:

Postassessment

The student will implement two lessons with a group of children. _____ _____

_____ _____ _____

General Objective

C. Develops auditory discrimination capabilities as part of the reading readiness program.

Specific Objective

1. The student will involve children in a variety of stimulating language activities to aid in distinguishing among similar and different sounds and symbols: use puppets, pictures, charts, and materials. _____ _____

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

Learning Activities

(1) Sourcebooks:

Greff, pp. 10, 27-33

Russell, pp. 17-18

Schubert (Book I), Games 37-38

(2) See demonstration lesson by classroom teacher.

(3) Plan activities with master teacher.

Additional Activities:

Postassessment

The student will demonstrate two techniques with a group of pupils. _____ _____

_____ _____

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

Specific Objective

2. The student will teach children to identify similar beginning sounds, ending sounds, and rhyming sounds in words.

Learning Activities

(1) Sourcebooks:

Brake, "Auditory Discrimination" Lessons 15-19

Carrillo, p. 46

Dorsey, Chapters 3 and 4

Herr, pp. 101-102

Pierros, CON. 3-9, Rhyme 3

Platts, Section V - Chapter 4, "Phonics"

Schubert, (Book I), Games 26, 27, 29, 31, 32-36

Schubert, (Book II), Games 1-6

Sciara, pp. 6, 8-12

Wisconsin Design: Work Attack, Level A-Skills 1, 2

(2) Develop worksheets for independent practice or team work.

(3) Share lesson plans with master teacher.

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

Additional Activities:

Postassessment

The student will present lessons for teaching two of these concepts.

_____ _____

_____ _____

_____

General Objective

D. Provides experiences through which children learn to develop finer discriminations of visual details and learn to recognize the letters of the alphabet, written names and occasional words.

Specific Objective

1. The student will lead children to develop finer discrimination for color, shape, size, place relations, and arrangement of visual details. _____ _____

Learning Activities

(1) Sourcebooks:

Brake, "Visual Discrimination", Lessons 1-16

Carrillo, pp. 38-39, 53-55, 62-63

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

Dorsey, pp. 10, 13

Fenderson, "Vocabulary Builders", Cards VB 2, 11

Greff, pp. 11, 92-94

Platts, Section IV. "Learning Colors", Section V
Chapter 3, "Noting Likenesses & Differences"

Russell, pp. 15-17

Schubert (Book I), Games 8, 15-24

Wisconsin Design: Study Skills, Level A Skills 1, 3

Wisconsin Design: Word Attack, Level A Skills 3-6

(2) Prepare a resource file of exercises and games that can be used to develop
- ability to make fine visual discriminations
- ability to compare and contrast shape and sizes
- greater sensitivity to specific visual qualities

(3) Observe demonstration lessons.

(4) Share ideas with master teacher.

Additional Activities:

Postassessment

The student will prepare and implement two lessons. _____ _____

_____ _____

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

Specific Objective

2. The student will provide numerous opportunities for children to see their names and other printed words in labels, captions, signs, charts, games and directions.

Learning Activities

(1) Sourcebooks:

Brake, "Vocabulary Builders", Cards VB 2, 11

Dorsey, pp. 14, 16, 17

Pierros, CON 2

Platts, Section VI - Chapter 5

(2) Prepare a list of suggestions.

(3) Confer with master teacher for ideas.

Additional Activities:

Postassessment

The student will demonstrate one activity with a group of children.

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

Specific Objective

3. The student will provide opportunities for children to match printed words with pictures related to the child's experiences, including colors, days of week, kind of weather, names of pets, special holidays, etc.

_____ _____

Learning Activities

(1) Sourcebooks:

Carrillo, p. 64

Platts, Section VI Chapter 5

(2) Prepare individualized lessons containing a collection of materials - i.e., objects, pictures, toy animals, etc. - with matching captions or labels for children from diverse socio-economic backgrounds.

(3) Request ideas from classroom teacher.

Additional Activities:

Postassessment

The student will share the results of <u>two</u> picture-word matching games with the classroom teacher.

_____ _____

_____ _____

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attain-ment	Forms of Assess-ment

Specific Objective

4. The student will provide experiences for a child to learn to identify upper and lower case letters of the alphabet and the phonemic-graphemic relationship that these letters represent.

Learning Activities

(1) Sourcebooks:

Brake, "Visual Discrimination", Lessons 17-21

Dorsey, pp. 6-9, 17

Greff, pp. 13-15

Pierros, ABC 1, 3-6

Platts, Section V, Chapter 2

(2) Study teacher's guides and manuals for suggestions on teaching letter identification.

(3) View demonstration lesson by master teacher.

(4) Share ideas with teacher.

Additional Activities:

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

Postassessment

The student will implement two lessons with a group of children. _____ _____

_____ _____

General Objective

E. Provides numerous unit and individual experiences to develop many concepts along with the vocabulary that expresses the concepts.

Specific Objective

1. The student will involve children in a rich variety of experiences which contribute to concept and vocabulary development by employing their senses in feeling, touching-manipulating, smelling, tasting, and hearing and in using words to describe sensations. _____ _____

Learning Activities

(1) Sourcebooks:

Brake, "Tactile Discrimination", Lessons 1-4

Fenderson, "Reading Readiness", Card RR 13

Greff, p. 91

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

Herr, Chapter 40, "Sensory Activity"

Sartain, pp. 34-37

(2) Plan a "tasting party" or a "touch-and-tell" experience.

(3) Observe class demonstration.

(4) Plan lesson with master teacher.

Additional Activities:

Postassessment

The student will demonstrate two lessons. Each lesson will employ the use of a different sense. _____ _____

_____ _____

Specific Objective

2. The student will lead children to verbalize new and repeated experiences to foster vocabulary growth and fixation of concepts related to walks, field trips, and experiments. _____ _____

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attain-ment	Forms of Assess-ment

Learning Activities

(1) Sourcebooks:

Sartain, pp. 34-37

(2) Plan experiences related to content areas i.e. social studies (field trips), science (experiments), etc.

(3) Share ideas with master teacher.

Additional Activities:

Postassessment:

The student will demonstrate one lesson with a group of children. _____ _____

Specific Objective

3. The student will involve children in meaningful activities to broaden environmental concepts through comprehension of relationships, comparison, contrast, and classification. _____ _____

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

Learning Activities

(1) Sourcebooks:

Brake, "Logical Thinking"

Carrillo, pp. 35-36, 52

Herr, Chapter 6, "Classification"

Russell, p. 18, #34

Schubert (Book I), Games 1-2

(2) Plan lessons that integrate subject matter, i.e., social studies, science, and development of comprehension skills.

(3) Develop readiness activities that show children how to compare, contrast and classify.

(4) Share ideas with master teacher.

Additional Activities:

Postassessment

The student will demonstrate <u>one</u> lesson for the master teacher.

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

Specific Objective

4. The student will provide children with numerous firsthand and vicarious experiences to provide for individual differences in developing concepts and vocabulary through use of models, dioramas, exhibits, pictures, films, interviews, listening to poems, stories, records, making plans and sharing experiences.

Learning Activities

(1) Sourcebooks:

Brake, "Spatial Relations"

Carrillo, pp. 39-43

(2) Organize a resource file on firsthand and vicarious experiences for developing concepts and vocabulary.

(3) Prepare a bulletin board.

(4) Confer with master teacher.

Additional Activities:

Postassessment

The student will implement two experiences which provide for individual differences.

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

General Objective

F. Involves children in dictating group and individual stories growing out of meaningful experiences.

Specific Objective

1. The student will reveal a knowledge of techniques for eliciting and recording individual and group dictated stories and use individual and group-dictated story experiences to teach page orientation of left-to-right, top to bottom, that writing is merely recorded speech, and occasional sight words.

Learning Activities

(1) Sourcebooks:

Russell, pp. 13-15

Sciara, p. 7

Stauffer, Chapter 2

(2) Refer to folder "Suggested Procedures and Issues Related to the Language-Experience Approach".

(3) Refer to form "Guide for Assessment of Language-Experience Activity" available in Professional Resource Center.

	Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

(4) Observe demonstration lessons.

(5) Confer with implementors of language-experience activities.

(6) Outline steps in the form of a lesson plan.

Additional Activities:

Postassessment

The student will demonstrate the implementation of a two or three day language-experience activity with a group of children. _____ _____

Specific Objective

2. The student will lead children to relate a sequence of events in proper order for a group experience chart story (from school or personal experiences). _____ _____

Learning Activities

(1) Sourcebooks:

Herr, Chapter 18, "Experience Charts"

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

Stauffer, Chapter 2

Wisconsin Design: Comprehension, Level A-Skill 2

(2) Refer to folder "Suggestions for Language-Experience Activities" in Professional Resource Center.

(3) Refer to folder "Some Important Ideas About Experience Charts".

(4) Discuss lesson with implementor of language-experience activities.

(5) Examine charts made by others.

(6) Explore relationship of experience chart stories and development of concepts in different subject areas.

Additional Activities:

Postassessment

The student will develop an experience chart story with a group of children.

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attain-ment	Forms of Assess-ment

Additional objectives not listed:

REFERENCES FOR MODULE I:
DEVELOPING LANGUAGE FLUENCY AND PERCEPTUAL ABILITIES IN THE PRIMARY GRADES

Prerequisite Objectives

Durkin, D. "Reading Readiness" The Reading Teacher, March 1970, pp. 528-534.

Otto, W., Chester, R., McNeil, J., & Meyers, S. Focused Reading Instruction. Reading, Mass.: Addison-Wesley Publishing Company, 1974, Chapter 5.

Sartain, H.W. "Readiness in the Language Arts" in Cleland, D. and Vilscek, E. Reading and the Related Arts: A Report of the Twenty-First Annual Conference and Course on Reading. University of Pittsburgh, Pittsburgh, Pennsylvania, 1965, pp. 29-38.

Stauffer, R.G. The Language-Experience Approach to the Teaching of Reading. New York: Harper & Row, Publishers, 1970.

Sample copies of readiness tests with task sheet.

Sample copies of readiness workbooks with task sheet.

Objectives for Student Teaching

Brake, Rachel G. Developing Prereading Skills. New York: Holt, Rinehart and Winston, Inc., 1972.
(box of activity cards)

Burmeister, L.E. Words-From Print to Meaning. Reading, Massachusetts: Addison-Wesley Publishing Company, 1975.

Carrillo, L. Informal Reading Readiness Experiences. San Francisco, Chandler Publishing Company, 1964.

Dorsey, Mary E. Reading Games and Activities. Belmont, California: Lear Siegler, Inc./ Fearon Publishers, 1972.

Fenderson, Julia K. The Reading Box. 150 Reading Games and Activities: Carson, California: Educational Insights, Inc., 1972.
(box of activity cards)

Greff, K.N. and Askov, E.N. Learning Centers: An Ideabook for Reading and Language Arts. Dubuque, Iowa: Kendall/Hunt Publishing Company, 1974.

Herr, Selma E. Learning Activities for Reading. Dubuque, Iowa: Wm. C. Brown Company, Publishers.

Pierros, B. How to Create Reading Skill Centers. Carson, California: Educational Insights, Inc., 1975.
(box of activity cards)

Platts, Mary E. LAUNCH: A Handbook of Early Learning Techniques for the Preschool and Kindergarten Teacher. Stevensville, Michigan: Educational Service, Inc., 1972.

Russell, D.H. and Karp. E.E. Reading Aids Through the Grades: Three Hundred Developmental Activities. New York: Teachers College Press, 1951.

Sartain, H.W. "Readiness in the Language Arts" in Cleland, D. and Vilscek, E. Reading and the Related Arts: A Report of the Twenty-First Annual Conference and Course on Reading, University of Pittsburgh: Pittsburgh, Pennsylvania, 1965, pp. 29-38.

Schubert, D.G. Reading Games That Teach. Book I: Readiness. Monterey Park, California: Creative Teaching Press, Inc., 1973.

Sciara, F.J. and Walter, R.B. Reading Activities with the Tape Recorder. Dansville, N.Y.: The Instructor Publications, Inc., 1973.

Wisconsin Design for Reading Skill Development: Teacher's Resource File-Comprehension. Minneapolis: National Computer Systems, Inc., 1974.
(folder with teaching suggestions)

Wisconsin Design for Reading Skill Development: Teacher's Resource File-Word Attack. Minneapolis: National Computer Systems, Inc., 1972.
(folder with teaching suggestions)

Grade Levels of WDRSD

Level A - Kindergarten
Level B - Grade 1
Level C - Grade 2
Level D - Grade 3
Level E - Grade 4
Level F - Grade 5
Level G - Grade 6

"Suggestions for Language-Experience Activities"
(see folder)

"Suggested Procedures and Issues Related to the Language-Experience Approach"
(see folder)

MODULE II: TEACHING WORD IDENTIFICATION SKILLS

PREREQUISITE OBJECTIVES FROM UNDERGRADUATE READING METHODS COURSE*		Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment
The student will demonstrate an understanding of techniques used to teach word identification: - picture clues - sight words - phonics - word structure analysis - context clues	WRD-R-1				
The student will demonstrate an understanding of terms used in the English language phonic system. - phoneme - morpheme - grapheme - phonogram - consonant letter - vowel letter - consonant digraph - vowel digraph - consonant blend - vowel diphthong	WRD-R-2				
The student will apply his knowledge of word identification techniques to the teaching of a lesson with a small group of children that demonstrates the teaching of a specific word identification skill.	WRD-R-4				

* Suggested learning activities for each objective can be found in: Stieglitz, Ezra L. and Rude, Robert T. Methods and Materials in Teaching Reading: A Competency-Based Approach. (Second Edition) Providence, R.I.: Rhode Island College, 1975.

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

OBJECTIVES FOR STUDENT TEACHING

General Objective

A. Determined ways for developing and expanding sight vocabulary.

Specific Objective

1. The student will introduce, teach, reinforce, and evaluate basic sight vocabulary learning through games and interesting firsthand experiences.

Learning Activities

(1) Sourcebooks:

Burmeister, pp. 141-142 (sequential patterns for teaching sight vocabulary)

Dallmann, pp. 133-137

Greff, p. 12

Mallett, Sight Word Knowledge

Russell, pp. 44-47 (configureation)

Wisconsin Design: Word Attack, Level B-Skill 1; Level C-Skill 1

(2) Study manuals, workbooks, and supplementary materials from a basal reading series.

(3) Develop teacher-made materials for reinforcing sight words.

(4) Obtain suggestions from classroom teacher and reading teacher.

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attain-ment	Forms of Assess-ment

Additional Activities:

Postassessment

The student will demonstrate two techniques for developing and expanding basic sight vocabulary. _____ _____

_____ _____ _____

General Objective

B. Demonstrates a knowledge of phonics instruction as a part of the word-attack program in reading.

Note: The following references will provide you with additional ideas for implementing phonics lessons:

Fenderson, "Phonics"

Herr, pp. 102-112; Chapter 44 "Word Recognition"

Platts, Section I

Specific Objective

1. The student will lead pupils to discover sounds of individual consonants in different positions.

   - Initial position of consonants in words
   - Medial position of consonants in words
   - Final position of consonants in words

_____ _____

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attain-ment	Forms of Assess-ment

Learning Activities

(1) Sourcebooks:

Burmeister, pp. 93-106

Dorsey, Chapter 5

Heilman, op. 32-34, 40-42

Mallett, Phonetic Analysis

Pierros "Consonants, 11-22

Russell, pp. 36-41

Schubert (Book IIO, Games 9-20

Wisconsin Design: Word Attack, Level B-Skills 3 & 4

(2) Prepare teacher-made materials such as games, charts, etc. that can be used in teaching initial & final positions of consonant sounds.

(3) Confer with master teacher for suggestions.

(4) Refer to commercial workbooks for ideas.

Additional Activities:

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

Postassessment

The student will conduct two lessons with a group of children. One lesson will introduce children to a consonant sound in the initial position and a second lesson will introduce children to a consonant sound in the final or medial position. _____ _____

_____ _____

Specific Objective

2. The student will teach pupils how consonant letters can be silent in words. _____ _____

Learning Activities

(1) Sourcebooks:

Burmeister, p. 109

Heilman, pp. 44-46

Mallett, Phonetic Analysis, p. 24

Wisconsin Design: Word Attack, Level C-Skill 1

(2) Refer to master teacher for ideas.

Objectives Attainable in Assigned Classrooms	Objectives Attainable Outside of Assigned Classrooms	Dates of Attainment	Forms of Assessment

Additional Activities:

Postassessment

The student will prepare & implement one activity that helps children form a generalization regarding silent consonant letters e.g. the "K" in words such as "Know", "Knit", and "Knot".

Specific Objective

3. The student will establish the understanding that some consonant sounds are represented by several different letters and some letters represent more than one sound.

Learning Activities

(1) Sourcebooks:

Mallett, Phonetic Analysis

Wisconsin Design: Word Attack, Level C-Skill 2

(2) Prepare two charts, one demonstrating different letters for the same sound and the other demonstrating different sounds for the same letter.

(3) Follow the suggestion in (2) but use it to design a pupil-centered bulletin board.

	Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment
(4) Refer to teacher's editions of basal readers.				
(5) Observe master teacher conduct a demonstration lesson.				

Additional Activities:

Postassessment

The student will implement two lessons that involve the teaching of this concept. _____ _____

_____ _____

Specific Objective

4. The student will help pupils understand that consonant blends are two or three consonants which are blended together to make one sound but which do not lose their separate identity. _____ _____

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attain-ment	Forms of Assess-ment

Learning Activities

(1) Sourcebooks:

Burmeister, pp. 107-108

Dorsey, Chapter 7

Greff, pp. 31-35

Heilman, pp. 36-39

Mallett, Phonetic Analysis

Pierros, "Consonant Blends"

Russell, pp. 36-41

Schubert, (Book III), Games 12, 16, 17, 19

Wisconsin Design: Word Attack, Level B-Skill 5; Level C-Skill 3; Level D-Skill 2

(2) Refer to teacher's editions of phonic workbooks.

(3) Plan lessons with master teacher.

Additional Activities:

	Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment
Postassessment				
The student will implement three lessons involving the teaching of consonant blends.			_____	_____
			_____	_____
			_____	_____
Specific Objective				
5. The student will help pupils recognize that digraphs are a combination of two letters which result in a single speech sound.	_____	_____		

Learning Activities

(1) Sourcebooks:

Burmeister, pp. 108

Heilman, p. 42

Mallett, Phonetic Analysis

Pierros, "Consonant Digraphs"

Schubert, Games 12, 16

Wisconsin Desing: Word Attack, Level B-Skill 8; Level C-Skill 12

(2) Construct visual aids using flannel board or overhead transparencies to teach consonant digraphs.

	Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment
(3) Observe reading teacher or master teacher perform demonstration lesson.				

Additional Activities:

Postassessment

The student will develop two lessons that can be used to demonstrate the teaching of specific consonant digraphs to a group of pupils. _____ _____

_____ _____

Specific Objective

6. The student will lead pupils to discover general principles which govern vowel sounds. _____ _____

   a. "Long" vowel sounds are usually identified as the names of the vowel letters: a,e,i,o,u.

   b. A single vowel followed by a consonant in a syllable usually represents the "short" sound.

   c. A single vowel which concludes a word or syllable usually represents the "long" sound.

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

d. In vowel digraphs oa, ea, ee, ai, ay, the first vowel is usually "long" and the second vowel is silent. The digraphs oo, au, and ew form a single sound which is not the "long" sound of the first vowel.

e. In short words containing two vowels, one of which is final e, the final e is usually silent and the middle vowel is usually represented by the long sound.

f. The letter y at the end of words containing no other vowel represents the long sound of i or e.

g. Dipthongs are two-vowel combinations in which both vowels contribute to the speech sound.

Learning Activities

(1) Sourcebooks:

Burmeister, pp. 110-122

Dorsey, Chapter 6

Greff, pp. 16,36-49

Heilman, Chapter 3

Mallett, Phonetic Analysis

Russell, p. 42

Wisconsin Design: Word Attack, Level B-Skill 7; Level C-Skill 11; Level D-Skill 3

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment.	Forms of Assessment

(2) Refer to teacher's editions of workbooks and readers.

(3) Share ideas with other student teachers.

(4) Confer with master teacher.

Additional Activities:

Postassessment

The student will lead pupils to discover three principals which govern vowel sounds. _____ _____

_____ _____

_____ _____

General Objective

C. Teaches children to recognize a large number of phonograms which have stable phonemic value as sound elements in many words.

Specific Objective

1. The student will teach pupils to recognize the most frequently occurring phonograms and to use them in building and analyzing one-syllable words. (Examples: ab, an, ed, ent, ill, in, og, ud). _____ _____

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

Learning Activities

(1) Sourcebooks:

Greff, pp. 50-51

Heilman, pp. 39-40

Mallett, Phonetic Analysis

Pierros,"Rhyme", pp. 6-15

Russell, pp. 36-41

Schubert, (Book II)

Schubert, (Book III), Games 13-15 & 19

Schubert (Book IV), Games 12-19

Wisconsin Design: Word Attack, Level B-Skill 6

(2) Make lists of suitable phonograms from professional literature and teacher's editions of basal readers.

(3) Prepare games for teaching phonograms.

(4) Observe master teacher implement demonstration lessons.

Postassessment

The student will implement two lessons that involve building words from common phonograms. _____ _____

_____ _____ _____

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

General Objective

D. Understands the use of roots and affixes in helping a child to attack new words.

Specific Objective

1. The student will demonstrate familiarity with structural analysis by teaching pupils to attack new words by:

   a. Understanding that in contractions the apostrophe stands for the omission of one or more letters when two words are combined.

   b. Identifying root words and inflectional endings as meaning units.

   c. Identifying known root words in compounds and developing an understanding that two root words may combine their meanings to form a compound.

   d. Learning to identify suffixes and prefixes as meaningful parts of words and recognizing pronunciations and meanings of many common prefixes & suffixes.

   e. Learning to recognize the inflectional endings - er and - est of comparison and developing the understanding that the spelling of a root word may change in an inflected or derived form.

   f. Understanding consistent rules for pluralizing words.

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attain-ment	Forms of Assess-ment

g. Recognizing how the apostrophe is used to identify possessives.

h. Understanding consistent rules for syllabication.

Learning Activities

(1) Sourcebooks:

Burmeister, Chapter 2 and pp. 123-129

Dale, Units 6- 8

Greff, pp. 52-60

Herr, Chapter 35 "Prefixes"; Chapter 44 "Suffixes": Chapter 47 "Word Recognition"

Mallett, Structural Analysis

Pierros, "Compound Words"

Platts, Section II

Russell, pp. 48-50

Schubert, (Book II), Games 28-40 Alphabetize

Schubert (Book III), Games 6, 20, 22, 24-26

Schubert (Book IV), Games 1-11, 20-25

Wisconsin Design: Word Attack, Level B- Skills 9-13; Level C-Skills 13 & 14; Level D-Skill 7

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

Wisconsin Design: Comprehension, Level E-Skill 6; Level F-Skill 5

(2) Use commercial workbooks to compile a list of exercises to reinforce understanding of structural analysis skills.

(3) Study use of pictures, flannel board, guided oral activities etc., in teaching structural analyses of printed words.

(4) Observe classroom demonstration lessons.

Additional Activities:

Postassessment

The student will implement three lessons that focus on understanding structural units in words.

_____ _____

_____ _____

_____ _____

_____

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

General Objective

E. Teaches the techniques for using context clues to unlock the pronunication and meaning of printed words.

Specific Objective

1. The student will teach one or more of the following techniques for using context clues to unlock the pronounciation and meaning of printed words:

   - synonym or definition
   - comparison or contrast
   - details in combination
   - meaning by inference
   - .....

Learning Activities

(1) Sourcebooks:

Burmeister, Chapter 1

Dale, Unit 3

Dallmann, pp. 137-141

Greff, pp. 78-82

Mallett, Literal Comprehension, LC 21, 24, 25, 29

Olson & Ames, pp. 80-81 (handout)

Russell, pp. 51-52

Wisconsin Design: Comprehension, Level D-Skill 6; Level E-Skill 5; Level G-Skill 4

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

(2) Observe master teacher or reading teacher conduct demonstration lesson.

Additional Activities:

Postassessment

The student will teach two techniques for using context clues. _____ _____

_____ _____

_____

Additiona. objectives not listed:

REFERENCES FOR MODULE II:

TEACHING WORD IDENTIFICATION SKILLS

Prerequisite Objectives

Dallmann, M.; Rouch, R.; Chang, L., and Deboer, J. The Teaching of Reading. New York: Holt, Rinehart and Winston, Inc., 1974. (pp. 107-125, 133-155)

Durkin, Dolores, Phonics Test for Teachers (handout)

May, F.B. To Help Children Read: Mastery Performance Modules for Teacher Training. Columbus, Ohio: Charles E. Merrill Publishing Company, 1973. (pp. 25-40)

Smith, N.B. Reading Instruction for Today's Children. Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1963. (Chapter 8)

Lecture presentation on audiotape "An Introduction to Word Identification Techniques" (Refer to listening guide on pp. 5.9 - 5.14 in Stieglitz/Rude Handbook)

Objectives for Student Teaching

Burmeister, L.E. Words-From Print to Meaning. Reading, Massachusetts: Addison-Wesley Publishing Company, 1975.

Dale, E. and O'Rourke, J. Techniques of Teaching Vocabulary, Palo Alto, California: Field Educational Publications, Inc.,1971.

Dorsey, Mary E. Reading Games and Activities. Belmont, California: Lear Siegler, Inc./ Fearon Publishers, 1972.

Fenderson, Julia K. The Reading Box: 150 Reading Games and Activities. Carson, California: Educational Insights, Inc.,1972. (box of activity cards)

Greff, K.N. and Askov, E.N. Learning Centers: An Ideabook for Reading and Language Arts. Dubuque, Iowa: Kendall/Hunt Publishing Company, 1974.

Heilman, A.W. Phonics in Proper Perspective. Columbus, Ohio: Charles E. Merrill Publishing Company, 1968.

Herr, Selma E. Learning Activities for Reading. Dubuque, Iowa: Willima C. Brown Company, Publishers.

Mallett, J.J. Reading Skills Activity Cards: Literal Comprehension. New York: The Center for Applied Research in Education, Inc., 1975. (packet of activity cards)

Mallett, J.J. Reading Skills Activity Cards: Phonetic Analysis. New York: The Center for Applied Research in Education, Inc., 1975. (packet of activity cards)

Mallett, J.J. Reading Skills Activity Cards: Structural Analysis. New York: The Center for Applied Research in Education, Inc., 1975. (packet of activity cards)

Mallett, J.J. Reading Skills Activity Cards: Sight Word Knowledge. New York; The Center for Applied Research in Education, Inc., 1975. (packet of activity cards)

Pierros, B. How to Create Reading Skill Centers. Carson, California: Educational Insights, Inc., 1975. (box of activity cards)

Platts, Mary E. SPICE: Suggested Activities to Motivate the Teaching of the Primary Language Arts. Stevensville, Michigan: Educational Service, Inc., 1973.

Russell, D.H. and Karp, E.E. Reading Aids Through the Grades: Three Hundred Developmental Activities. New York: Teachers College Press, 1951.

Schubert, D.G. Reading Games That Teach, Book II, Phonics. Monterey Park, California: Creative Teaching Press, Inc., 1968.

Schubert, D.G. Reading Games That Teach, Book III, Word Recognition. Monterey Park, California: Creative Teaching Press, Inc. 1969.

Schubert, D.G. Reading Games That Teach, Book IV: Word Attack Skills. Monterey Park, California: Creative Teaching Press, Inc., 1971.

Sciara, F.J. and Walter, R.B. Reading Activities with the Tape Recorder. Dansville, N.Y.: The Instructor Publications, Inc., 1973.

Wisconsin Design for Reading Skill Development: Teacher & Resource File-Comprehension. Minneapolis: National Computer Systems, Inc., 1974. (folders with teaching suggestions)

Wisconsin Design for Reading Skill Development: Teacher's Resource File-Word Attack. Minneapolis: National Computer Systems, Inc., 1972. (folders with teaching suggestions)

Grade Levels of WDRSD

Level A - Kindergarten
Level B - Grade 1
Level C - Grade 2
Level D - Grade 3
Level E - Grade 4
Level F - Grade 5
Level G - Grade 6

MODULE III: DEVELOPING COMPREHENSION SKILLS

PREREQUISITE OBJECTIVES FROM UNDERGRADUATE READING METHODS COURSE*		Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attain-ment	Forms of Assess-ment
The student will demonstrate an understanding of the different levels of comprehension and the specific types of skills that apply to each level. - literal - interpretive - critical	COM-R-1	_____	_____	_____	_____
The student will demonstrate the teaching of a specific comprehension skill by planning and implementing a lesson with a group of children.	COM-R-2	_____	_____	_____	_____

OBJECTIVES FOR STUDENT TEACHING

General Objective

A. Demonstrates competence in teaching the tasks of literal comprehension.

Note: The following reference will provide you with additional ideas for implementing literal level comprehension lessons:

Herr, Chapter 8, "Comprehension"

* Suggested learning activities for each objective can be found in: Stieglitz, Ezra L. and Rude, Robert T. Methods and Materials in Teaching Reading: A Competency-Based Approach (Second Edition) Providence, R.I.: Rhode Island College, 1975.

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

Specific Objectives

1. The student will help pupils understand that most words have more than one meaning. _____ _____

Learning Activities

(1) Sourcebooks:

Dorsey, p. 106

Wisconsin Design: Word Attack, Level C-Skill 18

(2) Plan and use instructional materials that can aid in teaching and reinforcing this concept.

(3) Obtain suggestions from cooperating teacher or other classroom teachers.

Additional Activities:

Postassessment

The student will implement <u>one</u> lesson that demonstrates the teaching of this concept. _____ _____

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

Specific Objective

2. The student will facilitate the study of word meaning through synonyms and antonyms. _____ _____

Learning Activities

(1) Sourcebooks:

Dale, Unit 4

Dorsey, p. 96

Fenderson, "Vocabulary Builders", Card VB 21

Greff, pp. 24-26

Schubert (Book III), Games 27-28, 30, 32

Wisconsin Design: Word Attack, Level C-Skill 16

(2) Refer to commercial materials for ideas.

(3) Confer with master teacher for suggestions.

Additional Activities:

Postassessment

The student will demonstrate <u>one</u> lesson related to the teaching of synonyms and <u>one</u> related to the teaching of antonyms. _____ _____

_____ _____

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

Specific Objective

3. The student will instruct pupils to recognize and interpret homonyms.

Learning Activities

(1) Sourcebooks:

Dale, Unit 4

Herr, Chapter 47 "Word Recognition"

Schubert (Book III), Game 29

Wisconsin Design: Word Attack, Level C-Skill 15

(2) Observe master teacher conduct demonstration lesson.

(3) Plan lessons with other student teachers.

Additional Activities:

Postassessment

The student will teach pupils to identify certain homonyms and produce their appropriate meanings in one instructional period.

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

Specific Objective

4 The student will teach word meaning by helping pupils to classify and categorize words.

Learning Activities

(1) Sourcebooks:

Dale, Unit 14

Dorsey, pp. 97,99-100

Fenderson, "Vocabulary Builders"

Pierros, "Word Recognition" and "Word Power"

Sciara, pp. 27, 30, 31

(2) Refer to workbooks for word meaning exercises.

(3) Plan lesson with cooperating teacher or other classroom teacher.

Additional Activities:

Postassessment

The student will implement one activity related to the classification or categorization of words.

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

Specific Objective

5. The student will guide pupils in the identification of the main idea when it is directly or indirectly stated.

Learning Activities

(1) Sourcebooks:

Fenderson, "Comprehension Skills," Card CS-6

Greff, pp. 105-107

Mallett, Literal Comprehension

McGuire, Skillpacks A-4, B-3, C-1

Russell, p. 71

Schubert (Book V), Game 23

Wisconsin Design: Comprehension, Level B-Skill 1; Level C-Skill 1; Level D-Skill 1; Level E-Skill 1; Level F-Skill 1

(2) Study manuals, workbooks, and supplementary materials of a basal reader series for teaching students to recognize the main idea.

(3) Obtain suggestions from classroom teacher and reading teacher.

Additional Activities:

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

Postassessment

The student will implement two lessons that involve the teaching of main idea. _____ _____

_____ _____

Specific Objective

6. The student will recognize that the goal of pupils' perception of supportive details is to apprehend relevant details, to understand their relationship, and to identify the main idea in the total pattern of the paragraph, article, or problem. _____ _____

Learning Activities

(1) Sourcebooks:

Dorsey, p. 109

Greff, pp. 86-87

Herr, Chapter 12, "Reading for Details"

Mallett, Literal Comprehension

McGuire, Skillpacks A-1, A-2

Schubert (Book V), Games 8-15, 20-22

Wisconsin Design: Comprehension, Level B-Skill 4; Level C-Skills 4 & 5; Level D-Skills 4 & 5; Level E-Skill 4; Level F-Skill 4

	Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment
(2) Refer to exercises in commercially prepared skillbooks.				
(3) Refer to teacher's editions of basal readers.				
(4) Confer with master teacher.				
Additional Activities:				
Postassessment				
The student will conduct two lessons that demonstrate the teaching of reading for details.			_____	_____
			_____	_____
Specific Objective				
7. The student will demonstrate to pupils how to perceive sequences in reading.	_____	_____		

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

Learning Activities

(1) Sourcebooks

Greff, p. 69

Mallett, Literal Comprehension

Pierros, "Sequence"

Schubert (Book V), Games 38-39

Sciara, p. 33

Wisconsin Design: Comprehension, Level B-Skill 2; Level C-Skill 2; Level D-Skill 2; Level E-Skill 2; Level F-Skill 2; Level G-Skill 1

(2) Develops materials that will direct students to follow and to predict sequences of events.

(3) Observe master teacher conduct demonstration lesson.

Additional Activities:

Postassessment

The student will implement one lesson that demonstrates the teaching of perceiving sequences in reading.

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

Specific Objective

8. The student will teach pupils to read, to apprehend, and to follow one-step, two-step, and n-step directions.

Learning Activities

(1) Sourcebooks:

Greff, pp. 70-77

Herr, Chapter 23, "Following Directions"

Mallett, Literal Comprehension

Schubert (Book V), Games 35-39

Sciara, p. 28

(2) Have pupils read directions for playing games, constructing something, etc.

(3) Plan activities with master teacher.

Additional Activities:

Postassessment

The student will develop and implement one lesson that can be used to show children how to read and apprehend directions.

or

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

The student will organize a skills activity center based on reading for directions.

General Objective

B. Displays competence in teaching the tasks in interpretive comprehension.

Note: The following references will provide you with additional ideas for implementing interpretive level comprehension lessons:

Herr, Chapter 8, "Comprehension"
Chapter 16, "Emotional Reactions"

Specific Objective

1. The student will help pupils in their interpretation of figurative language, e.g. similes, methaphors, personification, etc.

Learning Activities

(1) Sourcebooks:

Dale, Chapter 11

Dorsey, pp. 103, 110

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attain-ment	Forms of Assess-ment

Herr, pp. 60-61

Mallett, Interpretive Comprehension

Sciara, p. 46

(2) Refer to language arts textbooks.

(3) Observe lesson conducted by master teacher.

Additional Activities:

Postassessment

The student will implement a lesson related to the teaching of one figure of speech. _____ _____

Specific Objective

2. The student will display skill in teaching pupils to identify conclusions in their reading and to formulate their own conclusions from their reading. _____ _____

Learning Activities

(1) Sourcebooks:

Greff, pp. 96-97

	Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

Herr, Chapter 15, "Drawing Conclusions"

Mallett, Interpretive Comprehension

Wisconsin Design: Comprehension, Level D-Skill 3; Level E-Skill 3; Level F-Skill 3; Level G-Skills 2 & 3

(2) Observe classroom demonstration lessons.

(3) Plan lessons with master teacher.

Additional Activities:

Postassessment

The student will implement one lesson related to drawing conclusions. _____ _____

Specific Objective

3. The student will demonstrate skill in having pupils anticipate outcomes in literary material. _____ _____

Learning Activities

(1) Sourcebooks:

Herr, Chapter 34, "Predicting Outcomes"

Mallett, Interpretive Comprehension

Wisconsin Design: Comprehension, Level B-Skill 3

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attain-ment	Forms of Assess-ment

(2) Selects stories from basal readers, trade books, etc. that are suitable for teaching this skill.

(3) Confers with master teacher for ideas.

Additional Activities:

Postassessment

The student will implement one lesson that teaches pupils to predict outcomes in literary material. _____ _____

Specific Objective

4. The student will help pupils to identify the following types of organizational patterns found in written material:

- comparison-contrast
- cause-effect
- time relationships
- classification & categorization _____ _____

Learning Activities

(1) Sourcebooks:

Fenderson, "Comprehension Skills," Card CS 10

Greff, pp. 98-102

Herr, Chapter 32, "Perceiving Relationships"

	Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attain-ment	Forms of Assess-ment
Mallett, Interpretive Comprehension				
McGuire, Skillpacks A-3, B-2				
Pierros, "Word Power" (classifying & categorizing words)				
Schubert (Book V), Games 31-33				
Wisconsin Design: Comprehension, Level C-Skill 3				
(2) Observe master teacher implement demonstration lesson.				
(3) Plan lessons with master teacher.				
Additional Activities:				
Postassessment				
The student will conduct two activities that involve the teaching of organizational skills.			_____	_____
			_____	_____

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attain-ment	Forms of Assess-ment

Specific Objective

5. The student will demonstrate skill in showing pupils how to interpret the mood, feelings and attitudes of characters in a story. _____ _____

Learning Activities

(1) Sourcebooks:

Greff, pp. 109-111

Mallett, Interpretive Comprehension

(2) Refer to Teacher's manuals of basal readers.

(3) Plan lessons with master teacher.

Additional Activities:

Postassessment

The student will teach one lesson that involves the interpretation of the mood, feelings or additudes of characters in a story. _____ _____

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

General Objective

C. Demonstrates competence in teaching the tasks of critical reading.

Specific Objective

1. The student will guide pupils in the identification of statements of facts and opinions in their reading. _____ _____

Learning Activities

(1) Sourcebooks:

Barnes and Burgdorf, Book 1, p. 75; Book 2, p. 75; Book 3, p. 72

Mallett, Critical Reading

Wisconsin Design: Study Skills, Level D-Skill 14

(2) Refer to workbooks and teacher's manuals of basal readers.

(3) Observe lesson taught by master teacher.

(4) Plan lesson with cooperating teacher or other classroom teacher.

Additional Activities:

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

Postassessment

The student will teach one lesson to a group of pupils related to distinguishing statements of fact from statements of opinion. _____ _____

Specific Objective

2. The student will aid pupils in differentiating between relevant and irrelevant information in written material. _____ _____

Learning Activities

(1) Sourcebooks:

Barnes & Burgdorf, Book 1, p. 71; Book 3, pp. 73-74

McGuire, Skillpack C-3

Wisconsin Design: Study Skills, Level D-Skill 13

(2) Observe master teacher implement demonstration lesson.

(3) Confer with cooperating teacher for teaching ideas related to this skill.

Additional Activities:

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

Postassessment

The student will plan and implement one lesson that shows pupils how to differentiate between relevant and irrelevant information in written material. _____ _____

Specific Objective

3. The student will teach pupils to identify following types of propoganda techniques.

   - testimonial approach
   - bandwagon appeals
   - transfer approach
   - glad naming or glittering generalities
   - bad naming or false generalizations
   - card stacking approach _____ _____

Learning Activities

(1) Sourcebooks:

Mallett, Critical Reading

(2) Develop lesson plans based on the use of guiding questions such as:

   - What important information should we have before buying a product or taking an action such as that suggested in the ad?
   - Who is trying to convince us to do what?
   - What important information is given?

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

- What special propoganda techniques have been used to increase the appeal of the given information?

(3) Organize committees of students to find illustrations of propoganda techniques in newspapers, magazines, etc.

(4) Prepare bulletin board displays of different propoganda techniques.

(5) Confer with master teacher.

Additional Activities:

Postassessment

The student will implement one lesson that demonstrates the teaching of a propoganda technique. _____ _____

Specific Objective

4. The student will help pupils make judgements about material that is read. _____ _____

Learning Activities

(1) Sourcebooks:

Herr, Chapter 29

McGuire, Skillpacks D-1, D-2

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attain-ment	Forms of Assess-ment

Mallett, Critical Reading

(2) Plan activities related to selecting criteria for making certain judgments, e.g. criteria for buying a new bicycle.

(3) Observe master teacher conduct demonstration lesson.

Additional Activities:

Postassessment

The student will prepare and implenent an activity that shows pupils how to make judgments about material that is read. _____ _____

_____

_____

Additional objectives not listed:

REFERENCES FOR MODULE III:

DEVELOPING COMPREHENSION SKILLS

Prerequisite Objectives

Herr, Selma E. Learning Activities for Reading. Dubuque, Iowa: Wm. C. Brown Company, Publishers. (pp. 24-25)

Karlin, Robert. Teaching Elementary Reading: Principles and Strategies (Second Edition). New York: Harcourt Brace Jovanovich, Inc., 1975. (Chapter 6)

Spache, G.D. & Spache, E.B. Reading in the Elementary School. Boston: Allyn and Bacon, Inc., 1973.

Lecture presentation on audio tape "An Introduction to Comprehension Skills". (Refer to listening guide on pp. 6.6-6.7 in Stieglitz/Rude Handbook and copy of exercise entitled "Seagulls").

Objectives for Student Teaching

Barnes, D.L. and Burgdorf, A.B. Study Skills for Information Retreval Books 1,2,3 and 4. Boston: Allyn and Bacon, Inc., 1974.

Dale, E. and O'Rourke, J. Techniques of Teaching Vocabulary. Palo Alto, California: Field Educational Publications, Inc., 1971.

Dorsey, Mary E. Reading Games and Activities. Belmont, California: Lear Siegler, Inc./Fearon Publishers, 1972.

Fenderson, Julia K. The Reading Box: 150 Reading Games and Activities. Educational Insights, Inc., 1972. (box of activity cards)

Greff, K.N. and Askov, E.N. Learning Centers: An Ideabook for Reading and Language Arts. Dubuque, Iowa: Kendall/Hunt Publishing Company, 1974.

Herr, Selma E. Learning Activities for Reading. Dubuque, Iowa: Wm. C. Brown Company, Publishers.

McGuire, Marion L. and Bumpus, Margerite J. Croft Skillpack: Reading Comprehension. New London, Connecticut: Croft Educational Services. Inc., 1973. (pamphlets with ideas)

Mallett, J.J. Reading Skills Activity Cards: Creative Reading. New York: The Center for Applied Research in Education, Inc.,1975. (packet of activity cards)

Mallett, J.J. Reading Skills Activity Cards: Critical Reading. New York: The Center for Applied Research in Education, Inc., 1975. (packet of activity cards)

Mallett, J.J. Reading Skills Activity Cards: Interpretive Comprehension. New York: The Center for Applied Research in Education, Inc., 1975. (packet of activity cards)

Mallett, J.J. Reading Skills Activity Cards: Literal Comprehension. New York: The Center for Applied Research in Education, Inc., 1975. (packet of activity cards)

Pierros, B. How to Create Reading Skill Centers. Carson, California: Educational Insights, Inc., 1975. (box of activity cards)

Russell, D.H. and Karp, E.E. Reading Aids Through the Grades: Three Hundred Developmental Activities. New York: Teachers College Press. 1951.

Schubert, D.G. Reading Games That Teach. Book III: Word Recognition. Monterey Park, California: Creative Teaching Press, Inc., 1969.

Schubert, D.G. Reading Games That Teach. Book V: Comprehension. Monterey Park, California: Creative Teaching Press, Inc., 1971.

Sciara, F.J. and Walter, R.B. Reading Activities with the Tape Recorder. Dar ville, N.Y.: The Instructor Publications, Inc., 1973.

Wisconsin Design for Reading Skill Development: Teacher's Resource File-Word Attack. Minneapolis: National Computer Systems, Inc., 1972.

Wisconsin Design for Reading Skill Development: Teacher's Resource File-Comprehension. Minneapolis: National Computer Systems, Inc., 1974. (folders with teaching suggestions)

Grade Levels of WDRSD

Level A - Kindergarten
Level B - Grade 1
Level C - Grade 2
Level D - Grade 3
Level E - Grade 4
Level F - Grade 5
Level G - Grade 6

MODULE IV: WORK-STUDY SKILLS

PREREQUISITE OBJECTIVES FROM UNDERGRADUATE READING METHODS COURSE*		Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment
The student will demonstrate an understanding of the basic work-study skills that are needed to achieve independent reading habits: location of information, use of graphic aids, following directions, etc.	SS-Opt-1	_____	_____	_____	_____
The student will demonstrate an understanding of the different levels of comprehension and the specific types of skills that apply to each level. - literal - interpretive - critical	COM-R-1	_____	_____	_____	_____
The following objective is prerequisite to competencies listed in IV-F: The student will conduct a directed reading activity (DRA) with a group of children using a selection from a basal reader or other source of written material.	BR-R-4	_____	_____	_____	_____

* Suggested learning activities for each objective can be found in: Stieglitz, Ezra L. and Rude, Robert T. Methods and Materials in Teaching Reading: A Competency-Based Approach (Second Edition) Providence, R.I.: Rhode Island College, 1975.

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

OBJECTIVES FOR STUDENT TEACHING

General Objective

A. Displays competence in teaching pupils to locate information in a book.

Specific Objective

1. The student will guide pupils in the use of a table of contents, an index, and certain headings found in books.

Learning Activities

(1) Sourcebooks:

Barnes and Burgdorf, Book 1, pp. 38-44; Book 2, pp. 36-39; Book 3, pp. 27-29

Dorsey, p. 107

Griffero, Reference Tools and Study Skills pp. 8, 8a

Herr, Chapter 5, "Becoming Acquainted with the Book", Chapter 26 "Locating Information"

Polette, Library Skills for Primary Grades

Polette, Basic Library Skills

Wisconsin Design: Study Skills, Level C-Skill 10; Level D-Skills 7,9; Level E-Skills 8, 10

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

(2) Study basal workbook and skillbook manuals for ideas and activities.

(3) Observe master teacher conduct demonstration lessons.

Additional Activities:

Postassessment

The student will organize and implement two activities that show children how to make use of the parts of a book. _____ _____

_____ _____ _____

General Objective

B. Shows competence in instructing pupils in the use of dictionaries and glossaries.

Specific Objective

1. The student will show pupils how to place letters of the alphabet and words in proper alphabetical order. _____ _____

Learning Activities

(1) Sourcebooks:

Barnes and Burgdorf, Book 1, pp. 1-9; Book 2, pp. 1-2; Book 3, pp. 1-2

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

Herr, Chapter 4, "Alphabetizing"

Pierros, ABC 3

Schubert (Book IV), Games 33-36

Wisconsin Design: Study Skills, Level C-Skill 11; Level D-Skill 10; Level F-Skill 9

(2) Prepare a bulletin board display that demonstrates the use of this skill.

(3) Observe classroom teacher or peer demonstrate techniques for teaching alphabetical order.

Additional Activities:

Postassessment

The student will demonstrate the teaching of letter placement (e.g. l, m, n) and word placement (e.g. bed, cat, dime) by conducting two formal lessons involving alphabetical order skills.

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

Specific Objective

2. The student will direct pupils to use guide words for speed and efficiency of word location in the dictionary.

Learning Activities

(1) Sourcebooks:

Barnes and Burgdorf, Book 1, pp. 10-37; Book 2, pp. 1-35; Book 3, pp. 1-26

Fenderson, "Dictionary & Reference Skills" Cards DRS 3-6

Griffero, Basic Dictionary Skills, pp. 1, 1a, 1b

Herr, Chapter 5 "Dictionary Usage"

Wisconsin Design: Study Skills, Level D-Skill 11; Level E-Skill 12

(2) Observe master teacher demonstrate lessons.

(3) Plan lessons with other student teachers.

Additional Activities:

Postassessment

The student will conduct one lesson with a group of pupils that demonstrates the use of guide words.

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

Specific Objective

3. The student will teach pupils to use the symbol systems used in the dictionary: pronunciations key, language abbreviations, and meaning aids. _____ _____

Learning Activities

(1) Sourcebooks:

Barnes & Burgdorf (Same as for Objective IV-A-2)

Dale, Unit 13

Fenderson, "Dictionary and Reference Skills," Cards DRS 7-8

Griffero, Basic Dictionary Skills

Wisconsin Design: Study Skills, Level F-Skill 8

(2) Refer to skill workbooks and skill sections in classroom dictionaries for ideas.

(3) Obtain suggestions from classroom teacher and reading teacher.

Additional Activities:

Postassessment

The student will implement one lesson that demonstrates the teaching of a specific symbol system used in the dictionary. _____ _____

Specific Objective	Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment
4. The student will teach pupils to use the dictionary to check the meanings and spellings of words as needed.	_____	_____		

Learning Activities

(1) Sourcebooks:

Barnes and Burgdorf (same as for Objective IV-A-2).

Dale, Unit B'

Griffero, Basic Dictionary Skills

Wisconsin Design: Study Skills, Level D-Skill 8; Level E-Skill 9

(2) Refer to skill workbooks and skill sections in classroom dictionaries for ideas.

(3) Observe master teacher conduct demonstration lesson.

Additional Activities:

Postassessment

The student will implement two activities that involve using the dictionary to check the meanings and spellings of words as needed. _____ _____

_____ _____ _____

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

General Objective

C. Demonstrates skill in guiding pupils to read and utilize maps, graphs, tables, and charts as aids to comprehension.

Specific Objectives

1. The student will direct pupils in learning to read maps including such skills as:

   - Identifying natural features
   - Knowing technical vocabulary used for features and symbols
   - Identifying physical and political divisions
   - Recognizing different symbols for topography, polar regions, crops, rainfall, etc.

Learning Activities

(1) Sourcebooks:

Barnes and Burgdorf, Book 1, pp. 62-65; Book 2, pp. 58-65; Book 3, pp. 51-60

Herr, Chapter 30, "Map Reading"

Search Visuals 3 and 4

Wisconsin Design: Study Skills, Level A-Skills 1,2,3; Level B-Skills 1,2,3; Level C-Skills 1,2,3,4,5; Level D-Skills 1,2,3; Level E-Skills 1,2,3; Level F-Skills 1,2,3,4; Level G-Skills 1,2,3,4

	Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment
(2) Plan a lesson that involves a field trip.				
(3) Develop sets of overhead transparencies for use in map reading lessons.				
(4) Obtain suggestions from classroom teacher and reading teacher.				
Additional Activities:				
Postassessment				
The student will prepare and implement two lessons that involve the teaching of a specific map reading skill.			_____	_____
			_____	_____
Specific Objective				
2. The student will guide pupils to interpret graphs, tables, and charts.	_____	_____		
Learning Activities				
(1) Sourcebooks:				
Barnes & Burgdorf, Book 1, pp. 66-68; Book 2, pp. 58 -65; Book 3, pp. 51-60				

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

Search Visual 1 "Reading Charts & Tables" and
Search Visual 2 "Reading Graphs"

Wisconsin Design: Study Skills, Level B-Skill 4;
Level C-Skills 6,7,8,9; Level D-Skills 4,5,6;
Level E-Skills 4,5,6,7; Level F-Skills 5,6;
Level G-Skills 5,6,7

(2) Refer to math texts and workbooks for additional suggestions.

(3) Observe demonstration lessons by master teacher.

Additional Activities:

Postassessment

The student will prepare and implement one activity that involves guiding a group of pupils to read and utilize graphs, tables or charts.

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

General Objective

D. Demonstrates competence in teaching pupils to utilize productive techniques for organizing and retaining significant information.

Note: The following specific objective in Module III: Developing Comprehension Skills is prerequisite:

The student will help pupils to identify the following types of organizational patterns found in written material:

- comparison - contrast
- cause-effect
- time relationships
- classification and categorization

Specific Objective

1. The student will display competence in having pupils write summaries. _____ _____

Learning Activities

(1) Plan activities for pupils that involve:

- Selecting the best summary from a series of summaries
- Noting how various writers introduce topics or summary ideas
- Summarizing a message to be sent by telegram
- Writing headlines
- Writing summaries of stories read

	Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

(2) Confer with master teacher for additional ideas.

(3) Observe demonstration lesson.

Additional Activities:

Postassessment

The student will display competence in having pupils write summaries by implementing one of the activities listed above. _____ _____

Specific Objective

2. The student will show pupils how to make outlines as a means of summarizing information. _____ _____

Learning Activities

(1) Sourcebooks:

Barnes and Burgdorf, Book 1, pp. 76-77; Book 2, pp. 72-74; Book 3, pp. 65-68

Griffero, Reference Tools and Study Skills, pp. 11, 11a, 11b, 11c

Wisconsin Design: Study Skills, Level F-Skill 11 Level G-Skill 10

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attain-ment	Forms of Assess-ment

Additional Activities:

Postassessment

The student will prepare and implement one lesson related to the teaching of outlining skills. _____ _____

Specific Objective

3. The student will help pupils to select and organize information for reporting purposes. _____ _____

Learning Activities

(1) Sourcebooks:

Barnes and Burgdorf, Book 1, pp. 69-80; Book 2, pp. 66-80; Book 3, pp. 61-80

Crawford, pp. 37-44

Griffero, Reference Tools and Study Skills, pp. 10, 10a, 10b, 12a, 12b, 12c

Wisconsin Design: Study Skills, Level D-Skills 12,13; Level E-Skills 14,16; Level F-Skill 12

	Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment
(2) Identify topics for investigation by pupils.				
(3) Organize pupils into project teams.				
(4) Plan activities with cooperating teacher.				
Additional Activities:				
Postassessment				
The student will guide a pupil or group of pupils in preparing an oral or written report based on the selection and organization of information from a variety of sources.			_____	_____
General Objective				
E. Teaches pupils to locate materials on varied subjects in the library.				
Specific Objective				
1. The student will help pupils understand the classification scheme needed to locate books in the library.				
- Dewey Decimal System - Card catalog	_____	_____		

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

Learning Activities

(1) Sourcebooks:

Barnes and Burgdorf, Books 1 and 2, "Using the Library"; Book 3, "Finding Information in the Library"

Polette, Library Skills for Primary Grades

Polette, Basic Library Skills

Wisconsin Design: Study Skills, Level E-Skill 13; Level F-Skill 10; Level C-Skill 9

(2) Visit the library with a group of pupils.

(3) Confer with school librarian.

(4) Observe demonstration lesson conducted by master teacher.

Additional Activities:

Postassessment

The student will present a group of pupils with two lessons related to the use of the Dewey Decimal System and/or the card catalog. _____ _____

_____ _____

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

Specific Objective

2. The student will teach pupils to use the encyclopedia, atlas, almanac, and other sources of specialized and/or current information.

Learning Activities

(1) Sourcebooks:

Barnes & Bergdorf, Bpok 1, pp. 45-47; Book 2, pp. 40, 42, 52, 54; Book 3, pp. 40-42, 45-46; 48-50

Fenderson, Cards DRS 10-16

Griffero, Reference Tools and Study Skills, pp. 3, 3a, 4, 4a, 5, 6, 6a, 7, 7a, 7b

Wisconsin Design: Study Skills, Level E-Skills,11,15

(2) Point out location of sources of information in the library for pupils.

(3) Plan activities with librarian or master teacher.

Additional Activities:

Postassessment

The student will implement a lesson that shows pupils how to use at least one special source of information.

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

Specific Objective

3. The student will direct pupils to locate needed material in magazines through the use of the Reader's Guide to Periodical Literature. _____ _____

Learning Activities

(1) Sourcebooks:

Barnes and Burgdorf, Book 3, p. 43

Wisconsin Design: Study Skills, Level G-Skill 8

(2) Observe demonstration lesson conducted by librarian or master teacher.

Additional Activities:

Postassessment

The student will teach one lesson on the use of the Reader's Guide to Periodical Literature. _____ _____

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attain-ment	Forms of Assess-ment

General Objective

F. Demonstrates skill in integrating the teaching of reading skills and content in science, social studies, math, etc.*

The following references will provide you with additional ideas for teaching lessons in this area:

Clymer, Read Better-Learn More (Books A,B. & C)

Mallett, Reading in the Content Areas

Specific Objective

1. The student will understand the relationship between reading instruction and instruction in the content areas. _____ _____

Learning Activities

1. Professional References:

Burmeister, pp. 80-84

Davis, "High School and College Instructors Can't Teach Reading? Nonsense! (handout)

Herber, Chapter 2, "Instructional Provisions" (handout)

(2) Discuss role of reading in content area instruction with reading resource teacher.

(3) Complete "Reaction Guide" to readings (handout).

*Objectives IV-F-1 to IV-F-4 should be attained in sequential order.

	Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment
Additional Activities:				
Postassessment				
The student will respond to the items on the "Reaction Guide" by: - participating in small group discussion with other student teachers or - completing his reactions in written form			_____	_____
Specific Objective				
2. The student will describe and implement techniques for developing word analysis skills and enchancing vocabulary pertinent to content area readings.	_____	_____		
Learning Activity				
Experience Teacher Idea Packet (TIP) entitled Making Assignments More Meaningful				
Additional Activities:				
Postassessment				
The student will prepare students for a subject area lesson and include the preteaching of key vocabulary as part of making the assignement more meaningful.			_____	_____

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attain-ment	Forms of Assess-ment

Specific Objective

3. The student will provide descriptions of the various comprehension skills and demonstrate how a specific skill can be integrated into the teaching of a content area lesson.

Learning Activities

(1) Professional Literature:

Burmeister, pp. 80-84

Olson & Ames, Chapter 7

(2) Refer to references for prerequisite objectives listed at end of Module III.

(3) Review lecture presentation on audio tape entitled "An Introduction to Comprehension Skills".

(4) Complete TIP entitled Using Reading Guides to Develop Comprehension Skills in the Content Areas.

Additional Activities:

Postassessment

The student will implement one activity that demonstrates the teaching of a specific comprehension skill in a content area lesson.

Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment

Specific Objective

4. The student will apply the structure of a directed reading activity (DRA) to the implementation of a content area lesson. _____ _____

Learning Activities

(1) Professional References:

Olson & Ames, "The Directed Lesson" pp. 118-124, 128-129

(2) Refer to Objective BR-R-4 for information on the DRA in the Stieglitz/Rude Handbook.

(3) Refer to assessment guide for implementing a DRA.

(4) Experience TIP entitled Applying the Directed Reading Activity to a Content Area Lesson.

Additional Activities:

Postassessment

The student will use a directed reading activity to implement one content area lesson. _____ _____

	Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment
General Objective				
G. Trains pupils to vary reading rate according to the purpose for reading and the difficulty of the material.				
Specific Objective				
1. The teacher will direct pupils to adjust speed in reading to the purpose by teaching them to skim and scan printed matter.	_____	_____		
Learning Activities				
(1) Sourcebooks:				
Fenderson, "Speed Reading"				
(2) Refer to handout on skimming and scanning.				
(3) Confer with cooperating teacher or other classroom teacher.				
Additional Activities:				
Postassessment				
The student will implement <u>one</u> lesson related to either skimming or scanning printed material.			____	_____

	Objectives Attainable in Assigned Classroom	Objectives Attainable Outside of Assigned Classroom	Dates of Attainment	Forms of Assessment
Specific Objective				
2. The student will teach pupils to use a slower rate with more difficult materials and a higher rate with easier materials.	_____	_____		
Learning Activities				
(1) Sourcebooks:				
Fenderson, "Speed Reading"				
(2) Examine mechanical devices used to increase reading rate.				
(3) Confer with cooperating teacher or other classroom teacher.				
Additional Activities:				
Postassessment				
The student will teach one lesson related to the development of flexible reading rates.			_____	_____

_____

_____

Additional objectives not listed:

REFERENCES FOR MODULE IV:

STUDY SKILLS

Prerequisite Objectives

Dallmann, M., Rouch, R., Chang, L.; and Deboer, J. The Teaching of Reading. New York: Holt, Rinehart and Winston, Inc., 1974. (Chapter 8A)

Harris, L.; and Smith,. C. Reading Instruction Through Diagnostic Teaching. New York: Holt, Rinehart, and Winston, Inc., 1972. (Chapter 16)

Objectives for Student Teaching

Barnes, D.L. and Burgdorf, A.B. Study Skills for Information Retrieval (Books 1,2,3 and 4). Boston: Allyn and Bacon, Inc., 1974.

Burmeister, Lon E. Reading Strategies for Secondary Teachers. Reading, Massachusetts: Addison-Wesley Publishing Co., Inc. 1974.

Dale, E. and O'Rourke, J. Techniques of Teaching Vocabulary. Palo Alto, California: Field Educational Publications, Inc., 1971.

Davis, Stanley E. "High School and College Instructors Can't Teach Reading? Nonsense! in Detection and Correction of Reading Difficulties (Emerald Dechant, ed.) New York: Appleton-Century-Crofts, 1971.

Dorsey, Mary E. Reading Games and Activities. Belmont, California: Lear Siegler, Inc./ Fearon Publishers, 1972.

Fenderson, Julia K. The Reading Box: 150 Reading Games and Activities. Carson, California: Educational Insights, Inc., 1972. (box of activity cards)

Griffero, G.A. Basic Dictionary Skills. St. Louis: Milliken Publishing Co., 1973.(ditto masters & overhead transparencies)

Griffero, G.A. Reference Tools and Study Skills. St. Louis: Milliken Publishing Company, 1972.(ditto masters & overhead transparencies)

Herber, Harold L. "Chapter 2: Instructional Provisions," in Teaching Reading in Content Areas. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970.

Clymer, T. Read Better-Learn More (Books A, B, C). Lexington, Massachusetts: Ginn and Company, 1972.

Herr, Selma E. Learning Activities for Reading. Dubuque, Iowa: Wm C. Brown Company, Publishers.

Mallett, J.J. Reading Skills Activity Cards: Reading in the Content Areas. New York: The Center for Applied Research in Education,Inc. 1975. (packet of activity cards)

Olson, A.V. and Ames, W.S. Teaching Reading Skills in Secondary Schools. Scranton, Pa.: Intext Educational Publishers, 1972.

Pierros, B. How to Create Reading Skill Centers. Carson, California: Educational Insights, Inc., 1975. (box of activity cards)

Polette, N. Basic Library Skills. St. Louis: Milliken Publishing Company, 1971. (ditto masters and overhead transparencies)

Polette, N. Library Skills for Primary Grades. St.Louis: Milliken Publishing Company, 1973. (ditto masters & overhead transparencies)

Schubert, D.G. Reading Games That Teach. Book IV: Word Attack Skills. Montery Park, California: Creative Teaching Press,Inc., 1971.

Search Visuals 1: Reading Charts and Tables. New York: Scholastic Book Services, Inc., 1974.(ditto masters and overhead transparencies)

Search Visuals 2: Reading Graphs. New York: Scholastic Book Services, Inc., 1974. (ditto masters & overhead transperiences)

Search Visuals 3: Reading Maps, Volume One. New York: Scholastic Book Services, Inc., 1974. (ditto masters & overhead transperiences)

Search Visuals 4: Reading Maps, Volume Two: New York: Scholastic Book Services, Inc., 1974. (ditto masters & overhead transperiences)

Wisconsin Design for Reading Skill Development: Teacher's Resource File-Study Skills. Minneapolis: National Computer Systems, Inc., 1973. (folder with teaching suggestions)

Grade Levels of WDRSD

Level A - Kindergarten
Level B - Grade 1
Level C - Grade 2
Level D - Grade 3
Level E - Grade 4
Level F - Grade 5
Level G - Grade 6

Teacher Idea Packet: Applying the Directed Reading Activity to a Content Area Lesson.

Teacher Idea Packet: Making Assignments More Meaningful.

Teacher Idea Packet: Using Reading Guides to Develop Comprehension Skills in the Content Areas.